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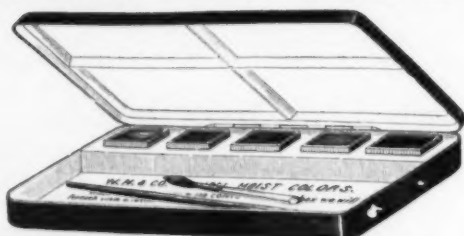


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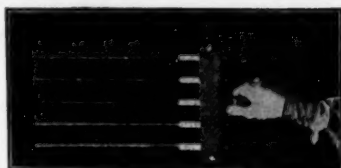
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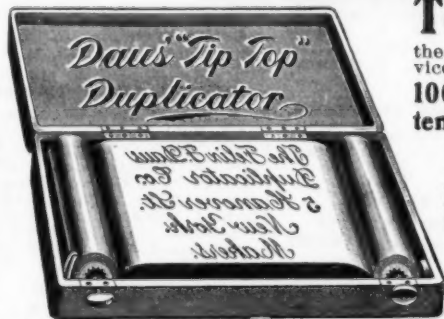
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School Board Journal

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- No. 4—Physical and Chemical Apparatus
- No. 7—Stationery, Office and School Supplies
- No. 6—Kindergarten Goods
- No. 15—Maps, Globes, Blackboards, etc.
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L. A. Murray & Co., Kilbourn, Wis.
Haney School Fur. Co., " "
Am. Sch. Furniture Co., N. Y., Chicago
Grand Rapids Sch. Furn. Co., " "
Thos. Kane & Co., Wks., N. Y., Chicago
Union Sch. Furn. Co., " "
Andrews Sch. Furnishing Co., N. Y.
F. T. Tilton & Co., New York

APPARATUS-GYMNASIUM.

Fred Medart, St. Louis, Mo.

APPARATUS-SCIENTIFIC.

Columbia School Supply Co., Indianapolis, Ind.
McIntosh Stereopticon Co., Chicago

BADGES.

Bunde & Upmeyer Co., Milwaukee, Wis.

BELLS-Manufacturers.

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St. Louis Bell Foundry, St. Louis, Mo.

BELLS-Dealers.

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L. A. Murray & Co., Kilbourn, Wis.
A. H. Andrews Co., Chicago
Am. Sch. Furniture Co., N. Y., Chicago
Grand Rapids Sch. Furn. Co., " "
Thos. Kane & Co., Wks., N. Y., Chicago

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McConnell Sch. Supply Co., Phila.
L. A. Murray & Co., Kilbourn, Wis.
Haney School Fur. Co., " "
Grand Rapids Sch. Furn. Co., " "
Am. School Fur. Co., N. Y., Chicago
Peckham, Little & Co., New York
A. H. Andrews Co., Chicago
Am. Sch. Furniture Co., N. Y., Chicago
Grand Rapids Sch. Furn. Co., " "
Thos. Kane & Co., Wks., N. Y., Chicago
R. H. Galpen, New York
Andrews Sch. Furnishing Co., N. Y.
F. T. Tilton & Co., New York

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A. H. Andrews Co., Chicago
L. A. Murray & Co., Kilbourn, Wis.
Peckham, Little & Co., New York
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(Manufacturers.)
Slatington Bangor Slate Syndicate, Slatington, Pa.
E. J. Johnson & Co., New York
Excelsior Slate Co., Pen Argyl, Pa.
Penna. Structural Slate Co., Easton, Pa.
(Dealers.)
Cleveland School Furn. Works, Cleveland, New York
Grand Rapids Sch. Furn. Co., " "
Thos. Kane & Co., Works, " "
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The Caxton Co., " "
E. W. A. Rowles, " "
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McConnell School Supply Co., Phila.
L. A. Murray & Co., Kilbourn, Wis.
N. Y. Silicate Book Slate Co., N. Y.
Union Sch. Furn. Co., Chicago
Peckham, Little & Co., New York
Haney School Fur. Co., " "
Grand Rapids Sch. Furn. Co., Mich.

BLANKS.

(See School Blanks.)

BLINDS.

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L. A. Murray & Co., Kilbourn, Wis.
A. H. Andrews Co., Chicago
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Holden Book Cover Co., Springfield, Mass.

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Haney Sch. F. Co., Grand Rapids, Mich.
Milton-Bradley Co., Springfield, Mass.
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Grand Rapids Sch. Furn. Co., " "
Thos. Kane & Co., Works, " "
F. T. Tilton & Co., New York
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McConnell School Supply Co., Phila.

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A. H. Andrews Co., Chicago
L. A. Murray & Co., Kilbourn, Wis.
Union Sch. Furn. Co., Chicago

Haney School Fur. Co., Grand Rapids, Mich.
Phillips School Supply House, Williamsport, Pa.
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R. H. Galpen, New York
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Prang Educational Co., N. Y., Chicago

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Samuel Cabot, Boston

DIPLOMAS.

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McConnell Sch. Supply Co., Phila.
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E. W. A. Rowles, Chicago
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Favor, Ruhl & Co., " "
Jos. Dixon Crucible Co., Jersey City, N. J.
Devroe & Reynolds Co., New York, Chicago

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Western School Ink Co., Winchester, Ind.
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L. A. Murray, Kilbourn, Wis.

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Peckham, Little & Co., New York
Eberhard Faber, New York
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F. T. Tilton & Co., New York

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Eberhard Faber, New York
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Eagle Pencil Co., New York
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Chandler & Barber.....Chicago, New York
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Thomas Charles & Co.....Chicago
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M. H. E. Beckley.....Chicago
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O. D. Case & Co.....Guilford, Conn.
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Favor, Ruhl & Co.....New York
L. A. Murray.....Kilbourn, Wis.
F. T. Tilton & Co.....New York

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C. Hennecke Co.....Milwaukee

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National Educational Bureau.....Harrisburg, Pa.
Schermerhorn Teachers' Agency.....New York
Pratt Teachers' Agency.....Syracuse
Syracuse Teachers' Agency.....Syracuse
Albany Teachers' Agency.....Albany
Normal Teachers' Agency.....Rome, N. Y.
Rome Teachers' Agency.....Rome, N. Y.
Teachers' Exchange.....Boston
Fisher's Teachers' Agency.....Chicago
Albert Teachers' Agency.....Chicago
Clark Teachers' Agency.....Boston
McCullough Teachers' Agency.....Boston
Fisk Teachers' Agency.....Minneapolis, Minn.
Hazard Teachers' Agency.....Spokane, Wash.
Sheridan Teachers' Agency.....Greenwood, S. C.
Warrensburg Teachers' Agency.....Warrensburg, Mo.

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Electric Gas Lighting Co.....Boston, Chicago, San Francisco

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Smith-Premier Typewriter Co.....Syracuse, N. Y.
Williams Typewriter Co., Derby, Conn.

WALL DEAFENING.

Samuel Cabot.....Boston

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Devoe & Reynolds Co.....New York, Chicago
Prang Educational Co.....New York, Chicago
Milton Bradley Co.....Springfield, Mass.
Thos. Charles Co.....Chicago
Favor, Ruhl & Co.....New York
Blaney & Smith.....New York

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L. A. Murray.....Kilbourn, Wis.
Union Sch. Furn. Co.....Chicago

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(Adjustable.)

R. R. Johnson.....Chicago

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Barnes	A. J. Barnes Publishing Co.....St. Louis, Mo.
Educational	Educational Publishing Co.....New York, Chicago.
Ginn	Ginn & Co.....Boston, New York, Chicago.
Heath	D. C. Heath & Co.....Boston, New York, Chicago.
Houghton	Houghton, Mifflin & Co.....Boston, New York, Chicago.
Jenkins	Wm. R. Jenkins.....New York City.
Longmans	Longmans, Green & Co.....New York.
Maynard	Maynard, Merrill & Co.....New York, Chicago.
Merriam	G. & C. Merriam Co.....Springfield, Mass.
Macmillan	The Macmillan Co.....New York, Chicago.
McNally	Rand, McNally & Co.....Chicago, New York.
Peckham	Peckham, Little & Co.....New York.
Pitman	Isaac Pitman & Sons.....New York.
Prang	Prang Educational Co.....Boston, New York, Chicago.
Sadler	Sadler-Rowe Co.....Baltimore.
Sanborn	Benj. H. Sanborn & Co.....Boston, New York, Chicago.
Silver	Silver, Burdett & Co.....Boston, New York, Chicago.
Sower	Christopher Sower Co.....Philadelphia.
Thompson	Thompson, Brown & Co.....Boston, Chicago.
University	University Publishing Co.....New York, New Orleans.

ALGEBRA.

Wentworth Series.....Ginn
Beman & Smith.....Ginn
Wells' Series.....Heath
Bower's Series.....Heath
McCurdy's Exercise Book.....Heath
Hall & Knight's.....Macmillan
Thompson's New.....Maynard
Stone's Essentials.....Sanborn
Greenleaf's Elementary.....Silver
Algebra Tablets.....Silver
First Book.....Silver
Aley & Rothrock.....Silver
Atwood Series.....Silver
Lilly's Series.....Sower
Brooks'.....Sower
Beginners'.....Thompson
Bradbury Series.....Thompson
Fairbanks & Hebdon.....Thompson
Sanford's Ele.....University
Nicholson's Ele.....University
Venable Series.....University

ARITHMETIC.

Wentworth Series.....Ginn
Speer's.....Ginn
Beman & Smith.....Ginn
Prince's.....Ginn
Smith's.....Ginn
Walsh's Series.....Heath
Eaton's.....Heath
Atwood's Series.....Silver
Sutton & Kimbrough's.....Silver
White's Series.....Silver
Colburn's.....Houghton
McLellan & Ames' Series.....Macmillan
Thompson's 1st Les.....Maynard
Thompson's Complete.....Maynard
Rand, McNally's Prim.....McNally

Rand, McNally's Practical.....McNally
Hewitt's Manual for Teachers.....Hewitt
Commercial Arithmetic, College Ed.....Sadler
Commercial Arithmetic, School Ed.....Sadler
Southworth-Stone Three Book Series.....Sanborn
Greenleaf's.....Sanborn
Arithmetical Problems.....Sanborn
High School Arithmetic Normal Course.....Silver
Van Amburg's First Days.....Silver
Sensing & Anderson.....Silver
Pierce's Series.....Silver
New Complete.....Silver
Brooks' Series.....Sower
Brooks' Mental.....Sower
Nichol's Graded Les.....Thompson
Cogswell, Lessons.....Thompson
Bradbury's Eaton's.....Thompson
Nicholson's Series.....University
Sautford's Series.....University
Venable's Series.....University

ART.

Riverside Series.....Houghton
The Principles of Art Education.....Prang
Abbott-Gaskell's Outlines.....Prang
White's Series.....Silver

ASTRONOMY.

Young's.....Ginn
Ball's Elements.....Macmillan
Howe's Elements.....Silver
Peck's Constellations.....Silver

BIOLOGY.

Boyer's.....Heath
Parker's.....Macmillan
Inductive Lessons.....Sanborn

BOOKKEEPING.

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Moore & Miner's.....Ginn
Shaw's Ele.....Heath
Seavy's Practical.....Heath
Montgomery's Mod.....Merrill
Rowe's Comm. Indus.....Sadler
Hall's Art of Accounts.....Silver
Mayhew's Series.....Silver
Lyte's Book.....Sower
Meserve's.....Thompson
American Accountant.....University

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Atlas Tablets.....Ginn
F. T. Tilton & Co., New York
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Spalding's.....Heath
Stevens'.....Macmillan
Balley's.....Macmillan
Balley's Lessons.....Macmillan
Harsberger's Herbarium.....Sower

CHEMISTRY.

William's.....Ginn
McGregory's.....Ginn
Shepard's.....Heath
Inorganic.....Heath
Note Book.....Heath
Remsen's Organic.....Heath
Newell's Descriptive.....Heath

Newell's Experimental.....Ginn
Garvin's Qualitative.....Ginn
Roscoe & Lunt's.....Macmillan
Richardson's.....Macmillan
Noyes' Qualitative.....Ginn
Talbot's Quantitative.....Ginn
Avery's.....Ginn
Peter's.....Maynard
Ekeley's Elementary Experimental.....Silver
Sprague's Shakespeare.....Silver
Appleton's Series.....Silver
Hessler's Essentials.....Sanborn

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Scealye's.....Ginn
Dole's Am. Citizen.....Heath
The Young Cit.....Heath
Wilson's The State.....Ginn
Judson's Young Am.....Maynard
Martin's Hints.....Silver
Lansing and Jones.....Silver
Hoxie-How the People Rule.....Silver

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John Fluke's.....Houghton
Strong and Schaefer's.....Houghton
Young's.....Maynard
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Mowry's Studies.....Silver
Shepard's.....Sower
Finger's Lowry's.....University

BUSINESS LAW.

White's Business Law.....Silver
Clow's Commerce.....Silver
Richardson's Commercial Law.....Sadler

COMMERCIAL HISTORY.

Marchant's Com'l Hist.....Pitman
Webster's History of Commerce.....Ginn

COMPOSITION AND RHETORIC.

Everyday English.....Educational
Genung's Series.....Ginn
Lockwood & Emerson's.....Ginn
Mother Tongue, Bk. III.....Ginn
William's Practical.....Heath
Strang's Ex. in Eng.....Heath
Perrison's Comp.....Heath
Spalding's Ele. Comp.....Heath
Lewis' Intro. Rhetoric.....Heath
Webster's English: Comp.....Prang

and Literature.....Houghton
Webster's Ele. Comp.....Houghton
Bates' Talks on Writing English.....Houghton
White's Everyday English.....Houghton
White's Words and Their Uses.....Houghton
Kellogg's Book on.....Maynard
Carpenter's H. Sch: First and Second H. School Course.....Macmillan
Carpenter's Advance.....Macmillan
Lewis' Writing Eng.....Macmillan
Lewis' Manuals (2).....Macmillan
Composition and Rhetoric.....McNally
Earnest's Eng. Correspondence.....Sadler
A Modern, (Brief and Complete Course).....Sanborn
Weish's Composition.....Silver
Copeland & Rideout's Freshman English.....Silver

COPY BOOKS.

(See Penmanship.)

DICTIONARIES.

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Heath's French.....Heath
German.....Heath
Worcester's.....Lippincott
Webster's International.....Merriam
Collegiate.....Merriam
Collegiate (Special Thin Paper Edition).....Merriam
Brown & Haldeman.....University
Clarendon.....University

DRAWING.

Augsburg's.....Educational
National Course.....Ginn
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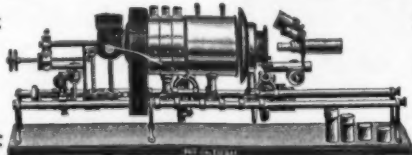
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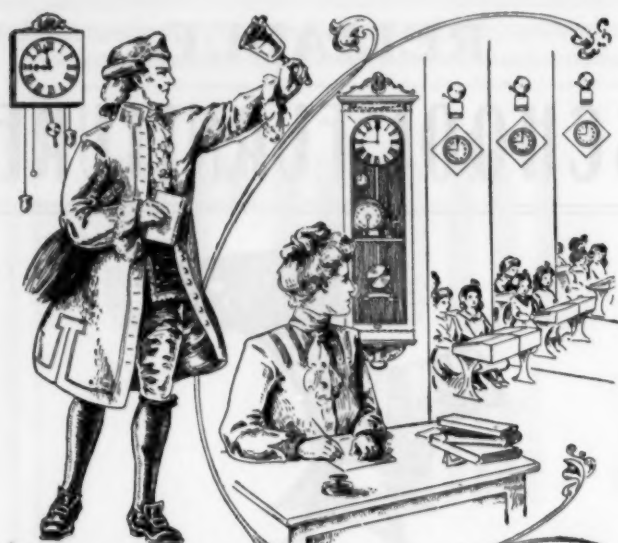
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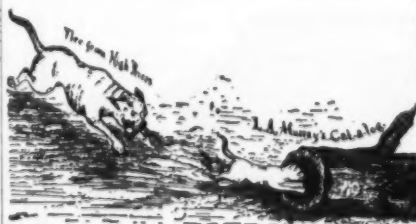


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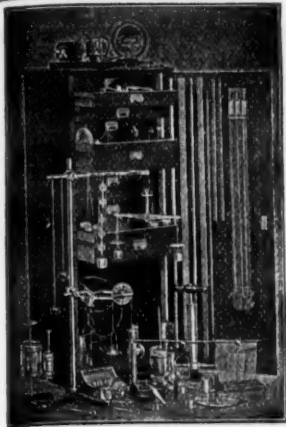
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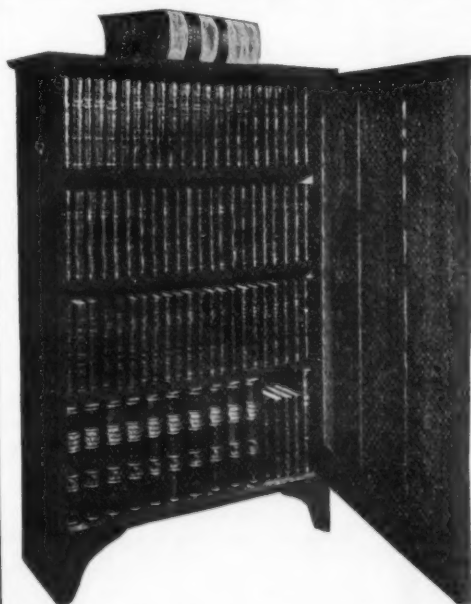
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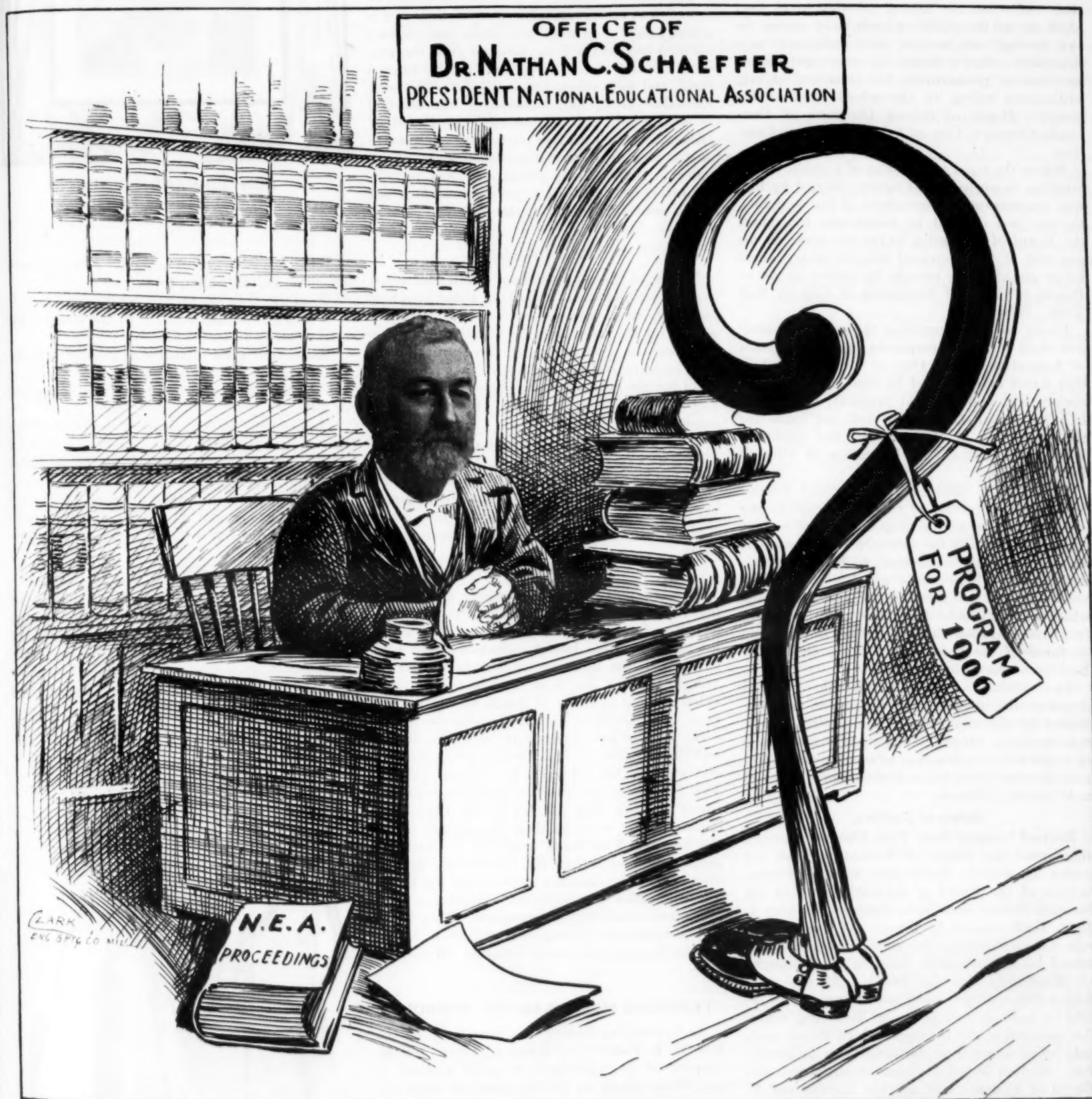
School Board Journal

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VOL. XXXI, No. 3.

MILWAUKEE—NEW YORK, SEPTEMBER, 1905.

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A PRESIDENTIAL QUESTION.

One of the great duties which befalls the President of the National Educational Association consists of the making of a program for the general sessions. President Schaeffer is confronted with that question at the present time.



RECENT DECISIONS.

Salary due a teacher in city schools cannot be seized under execution.—*Flood v. Zibby*. Washington.

Under Article 9 of the State Constitution, providing that the proceeds of all penalties and fines collected for breach of the penal laws shall go to the public schools, and under the law making violations of town ordinances misdemeanors, fines collected by municipal officers in criminal prosecutions for violations of city ordinances belong to the school fund of the county.—*Board of School Directors of Buncombe County v. City of Asheville*. North Carolina.

Where the right of a janitor of a public school building to an increased salary claimed by him was controverted on questions of law and fact, he was not entitled to mandamus to compel the Board of Education to put his name on the pay roll at the increased rate of salary, there being an adequate remedy by action at law.—*People v. Board of Education of City of New York*. New York.

Under the law providing that school inspectors shall be a body corporate known as "Board of Education of the City of Detroit," and in that name may sue and be sued, and hold and convey real and personal property, such board is a municipal corporation, and not liable for the negligence of its employes and agents.—*Whitehead v. Board of Education of City of Detroit*. Mich.

In a suit to establish a new school district from other districts, 10 votes were cast in one district in favor of the proposition, and 8 votes against it. One of the voters in favor, however, was subsequently discovered to be a non-resident of the district, and another person who voted was not a citizen, but it was not shown which way he voted. Held, that such facts were insufficient to show that the district did not vote in favor of the proposition.—*State on Inf. of Berkley v. McClain*. Missouri.

The validity of the appointment of school directors duly appointed by the mayor, and confirmed by the city council, and acting as officers de facto, cannot be collaterally questioned in a suit for an injunction to restrain the collection of taxes levied by such directors.—*Schmohl v. Williams*. Illinois.

Salary of Janitors.

Revised Greater New York Charter provides that until the Board of Education shall act under the section, the by-laws, rules, and regulations of the Board of Education and of the borough School Boards, in force on January 1, 1902, shall remain in force. At this time a rule for establishing the salaries of janitors of school buildings was in force in the Boroughs of Manhattan and the Bronx. At the same time a different system of regulating compensation of janitors was in use in Brooklyn, under the approval of the Borough School Board, such rule being adapted to the conditions in Brooklyn. Section 56 of the charter authorizes the Board of Education to appoint janitors and to fix certain salaries, not including those of janitors. Held, that the rule for fixing janitors' salaries in the Boroughs of Manhattan and the Bronx did not constitute an adoption of that rule as to all of Greater New York, but that the regulations existing in Brooklyn on January 1, 1902, were continued as to that borough after consolidation.—*People v. Board of Education of City of New York*. N. Y.

Sale of Text-Books.

The law in relation to purchase and loan of school text-books, provides that the directors of a public school may adopt text books, and contract for and buy and sell the same at cost—the proceeds of sales to be turned into the contingent fund—and may select persons to keep the same for sale. Held, that a board has no right to contract with a bookseller to sell books to scholars at cost in consideration of payments to be made to him out of the contingent fund of the district.—*Ries v. Hemmer*. Iowa.

The law in relation to purchase and loan of school text-books, provides that directors of a public school may adopt text-books and contract for and buy and sell the same at cost, the proceeds of sale to be turned into the contingent fund, and may select persons to keep the same for sale. Held, that a taxpayer was entitled to maintain a suit to restrain the Board of Directors from making payments, irrespective of his motives, under a contract with a book seller to sell books to scholars at cost in consideration of payment to be made to him out of the contingent fund of the district.—*Ries v. Hemmer*. Iowa.

School Funds.

Where, at the time a School Board contracted for the installation of a heating plant in a new building, there was sufficient money available to pay for the new plant, the fact that after this contract the Board bought furniture for the new building did not operate to avoid the contract for the heating plant.—*School Dist. No. 3, Carbon County v. Western Tube Co.* Wyoming.

A lot leased at an annual rental by the owner of the fee to a School Board, to be used for school purposes, is not within the law providing that lots in incorporated cities, used exclusively for school purposes, shall be exempt from taxation.—*State ex rel. Hammer v. Macgurn*. Missouri.

Lowest Bidder.

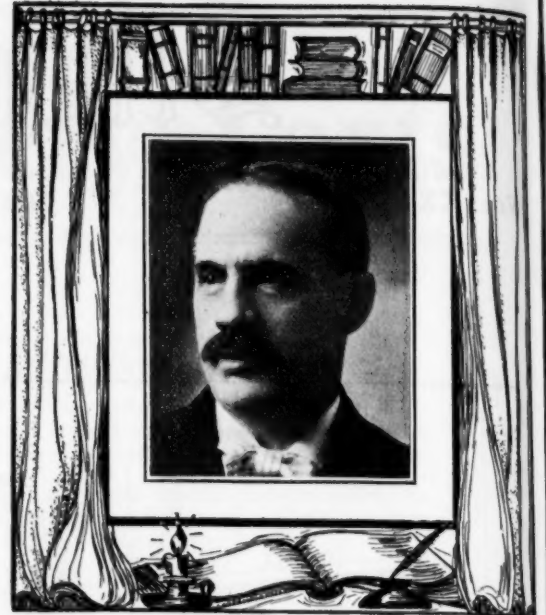
The law provides that, whenever any school-house is to be built, the board of directors shall advertise for bids, and contract the work to the lowest responsible bidder. Sections 4007-4019 authorized the building of a schoolhouse in School District No. 3 of Carbon county, provided for the issuance of bonds to pay for the same, and named a building committee to receive bids for the construction of a schoolhouse and the installation of a heating plant therein, and awarded the contracts to different bidders. The amount of the two contracts exceeded the funds received from the sale of the bond issue authorized, but was less than the amount which the board had on hand, available for building purposes. Held, that the acceptance by the directors of the contract awarded by the building committee was sufficient compliance with the statute requiring advertisement by the board and competitive bidding.—*School Dist. No. 3, Carbon County v. Western Tube Co.* Wyoming.

TEACHING MORALS IN THE SCHOOLS.

An interesting inquiry has been made by the Rev. H. E. Peabody, of Hartford, Conn., for the purpose of determining how much ground, if any, there might be for the assertion made by some that in the system of instruction adopted for the public schools of this country moral training is neglected.

He had prepared eight questions for submission to the three upper grades of public schools in Hartford, as follows:

- What are your duties to your parents?
- What are your duties to the aged?
- What are your duties to our country?



HON. EDWARD TILDEN.
President Board of Education,
Chicago, Ill.

What are your duties to public property, such as parks, buildings and books?

What are your duties to your companions?

If you should find a purse on the street, what ought you to do with it?

Name four good qualities of character which you think are most important.

To whom do you owe love and obedience first of all?

Commenting on the results of the examination for which those who were tested had received no special preparation, Mr. Peabody said that the moral instruction of our schools is of positive and great value, and "that those who call them Godless schools and breeding places of non-moral and immoral conduct do not know where of they speak."

Columbus, O. The board has amended its health regulations. In addition to filing a health certificate, when first employed, teachers must now present one upon recovery from each case of illness lasting a month. Failure to comply with the new rule may be deemed sufficient cause for dismissal.



Kind Lady:—So you are a poverty stricken educator! What was your particular achievement?

Beggar:—I wrote the libretto for Daniel Webster's dictionary!

The School Superintendent.

Professor Frederick E. Downs, formerly principal of the High School, Harrisburg, Pa., has been elected superintendent of the Public Schools of Harrisburg to take the place of the late L. O. Foos.

Cleveland, Ohio. Superintendent Edwin F. Moulton has been re-elected superintendent of schools. At his own request, Mr. Moulton's new term will last only until the Christmas vacation; a new man will then be chosen.

West Virginia. As a part of the general educational campaign, State Supt. Thos. C. Miller is conducting meetings of school board and school trustee members in various counties. Practical talks on school topics are held. The meetings are proving of great benefit.

Utica, N. Y. The school board has decided to employ an assistant to the superintendent, who will have charge of the kindergarten and the first six grades. A salary of \$2,000 per annum will be paid.

Clinton, Ia. The school board has adopted the Batavia system for aiding backward pupils for the coming school year.

Thomas S. March has been re-elected superintendent of schools, Greensburg, Pa., at a handsome increase of salary.

Fort Worth, Tex. A new course to be known as the "English Scientific Course" will be introduced in the High School. Manual training and domestic science will be features of this course.

J. N. Muir is the new superintendent at Johnstown, Pa.

New York City. The committees on supplies, studies and text books and the board of superintendents have under consideration a proposition for the adoption of a uniform text book list, by grades.

New York City. The board of education recently revised the course of study for the elementary schools, making several important changes.

Spanish has been placed on the list of elective studies, supplanting Latin and stenography. The latter studies have been omitted because of the small demand for them.

Civics will be taught two years earlier and the study of commercial relations of the United States with European countries will be added to the work of the seventh grade. The study of geography will be made commercial to a large degree. The industrial and commercial development of America as compared with other nations will be a feature of this study.

Schuyler F. Herron, who has been superintendent of schools at Northampton, Mass., has been selected to superintend the schools of the American School Association of the City of Mexico. There are about 8,000 English speaking residents in the city, and Mr. Herron will be in charge of the schools conducted by their school association.

Nashville, Tenn. Supt. H. C. Weber has been re-elected for a term of five years.

Altoona, Pa. Acting upon the recommendation of Supt. Wightman, the school board has made the following changes in the course of period of fifteen minutes a week; second, discontinued bookkeeping in the grammar grades; third, provided that the vertical writing system be used in the first four grades, after that the slant; fourth, correlated industrial work and drawing; fifth, abandoned the use of slates; sixth, provided for the greater use of water colors in drawing.

Missouri. State Superintendent Carrington has written publishers a letter in which he says: "I am directed by the State Board of Education to say to your company that it desires to furnish county boards of education and local school boards in Missouri a list of worthy textbooks, with lowest prices at which these books are sold in any part of the country; furthermore, that it will recommend that no adoptions of books, either of those now in use or others to take their places, be made unless the discounts to dealers are as good as those offered anywhere."

Duluth, Minn. County Superintendent S. W. Gilpins holds that the free text book system tends to discourage home study.

Indiana. State Supt. F. A. Cotton has received a letter from William T. Harris, United States Commissioner of Education, in which he pays a fine tribute to the Indiana school system. In his letter Dr. Harris says:

"The Indiana educational system is so thoroughly good that it seems to me to be one of those rare exceptional cases where any change would only make matters worse. I do think, however, that the Indiana teachers ought to be paid better salaries. I never have seen a finer set of men and women than those who attended the Indiana State Teachers' Association meetings.

"The Indiana teachers are persons who have devoted their lives to their calling. They love their State and are proud of it. This sentiment of love and pride is shown by the fact that they cling to Indiana although their general standard of efficiency is such that they could get places in the city schools of the East at all the way from 50 to 100 per cent increase in salary. I am speaking now of the best grade of Indiana teachers, which includes a very large number of them.

"The only possible reform that I could suggest, so far as Indiana is concerned, is more money for her teachers, for they richly deserve it."

TEACHERS AND LABOR UNIONS.

The Chicago Board of Education by a vote of 15 to 6 condemned the affiliation of teachers with the Federation of Labor. Its disapproval is expressed in the following:

Without questioning the propriety of the organization of labor or the advisability of the

public school-teachers forming associations for mutual improvement and assistance along educational lines, it is believed that public employes elected to serve impartially all classes of the public should refrain, both as a matter of good taste and of public policy, from affiliation with any particular class of citizens. Our honored president of the United States has properly, we think, placed the seal of his high official disapprobation upon such partisan affiliation of public employes in the case of the mail carriers and public printers.

How much more reprehensible is it for public school-teachers to officially ally themselves with any special section of the public. Teachers who are employed to teach the children of all classes, whatever may be their rights as citizens, have absolutely no right to assume partisan attitude and deliberately take the side of one portion of the public against the other. Teachers should remember that they are employed by the whole public, paid by the whole public, to teach the children of the whole public, and that they are, therefore, under moral and professional obligations to hold themselves aloof from partisan entanglements.

We urge the serious and thoughtful teachers of our schools to carefully consider this matter as one of grave importance to the schools, as well as to the professional dignity of their high calling. Nothing is more certain to alienate the sympathy and support of the majority of school patrons and taxpayers than this alignment with one special interest.

The committee on school management views with grave concern the affiliation with the Chicago Federation of Labor of that portion of the public school teachers of Chicago known as the Teachers' Federation. It would consider with the same concern an affiliation with any other class of citizens in our country. The committee, therefore, expresses its unqualified disapproval of this affiliation with the Federation of Labor and calls the attention of the board of education and of the public to a situation in our schools which can only lead to confusion, to class distinctions and prejudice, to a narrowed social outlook for the teachers so affiliated and to a partisan attitude, while the very spirit of the profession calls for impartiality and nonpartisanship.

The committee regards this condition as absolutely unjustifiable and intolerable in a school system of a democracy.



FREDERICK E. DOWNS,
Superintendent of Schools,
Harrisburg, Pa.



AMADO CHAVES,
Assistant Territorial Superintendent of Public Instruction,
Santa Fe, New Mexico.

Recent Progress in Parental Schools

By William George Bruce

The time has arrived when it is no longer a question of deciding between school or prison in considering the disposition of an incorrigible or truant boy.

Experience has taught that a large percentage of this class of boys can be saved and turned into useful members of society. It has also been found that the boy who is placed in a penal institution is apt to accustom himself to his surroundings and subsequently make light of the results of vice and crime.

The Parental School solves the problem. It is not a penal institution. Aside from the detention feature it is a school and a home combined. It is a trade school, an agricultural school, a vacation school, a rural home—an institution designed to reclaim the boy and train him morally, educationally and industrially into useful citizenship.

The experiments thus far made in the direction of parental schools have led to the conviction that the correct idea has been reached. It has been determined that the incorrigible must be removed from his evil environments; that he must be surrounded by wholesome influences; that proper food, clothing and housing are essential factors; and that industrial training is a most serviceable medium for his redemption.

From this it must be evident that a parental school located in the central portion of a city, with its distracting surroundings, must fail in its purposes. A school of this kind must breathe the country air; it must afford the delights of nature, its wholesome sports and the physical exertion of well directed play as well as labor.

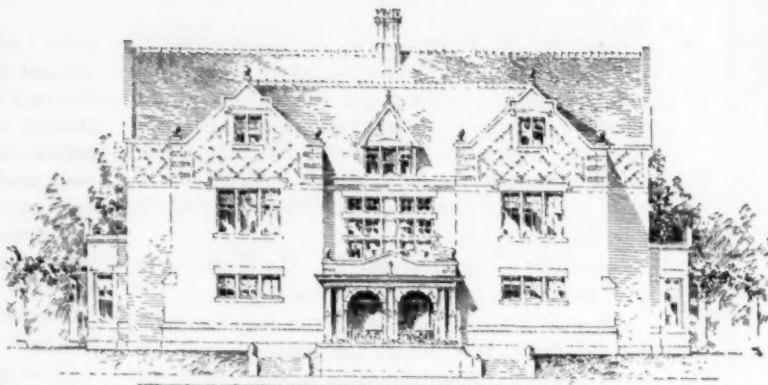
Truant Not a Criminal.

Hon. Julius E. Rogers, of Binghamton, New York, in discussing the truancy question before an Association of School Boards a few years ago, said the following:

"The truant is not a criminal. Truancy is not a crime though it is the open door to ignorance, which, unrestrained, may lead to crime.

"The boy who has never recognized any authority at home, often because of the injustice and cruelty of that authority, and who has been taught to do right only through fear of punishment, needs something besides the straight-jacket and the lash to make him a true, self-respecting man. If the truant is not a criminal, it is in fact a crime to treat him as such. No boy can afford to lose, or is safe without that strongest and surest of all anchors—self respect.

"The truant needs restraint, needs to recognize authority, but it is not necessary nor just to brand him a criminal. If there is that in him which will respond to better influences and better teaching, it is along the line of self-respect. When this is gone the boy is lost. Our truants must be detained, must be disciplined and instructed, but not in a jail or prison. Not until truancy, neglected and unchecked, has led to positive crimes ought the truant to be handed over to criminal jurisdiction. Not until education has exhausted all means of prevention and reformation



One of the Dormitories or Cottages connected with the Chicago Parental School.
Wm. B. Mundle, Architect.

should the truant be surrendered to the police-justice for punishment."

The Humane Society of Rochester, N. Y., made the following recommendation: "There are many children who refuse to go to school and over whom the parents have not sufficient control. Such children ought to be brought under kind but strict discipline. They have committed no crime and ought not to be placed in a penal institution. There are children whose parents have spent a term in a penitentiary. These children have done no wrong but they have been surrounded by vice and lived under the most corrupting influences so that they ought not to be brought into contact with other children until after a period of probation. For such, a truant home would be a great blessing." Housing and Administration

While the care and treatment of truants and incorrigibles is well understood the practical arrangement and administration of a truant school and farm house is still undergoing certain forms of experimentation.

This fact developed recently when the school authorities of New York City cast about for a modern parental school. It was found that only a few schools of this class are now in existence in this country. While they are excellent in character and withal well governed, it is also evident that in the matter of housing, orientation and equipment much room for improvement is suggested. Even the newer institutions are not entirely satisfactory.

Those who contemplate the establishment of



Cottage No. 3 of the Victoria Parental School, located at Mimico, near Toronto, Canada. Chester Ferrier, Superintendent.

institutions of this kind are wisely omitting the mistakes of the older institutions and incorporating well considered improvements into the newer ones.

It is with this idea in mind that Associate Superintendent Clarence E. Meleney and Architect C. B. J. Snyder inspected within the past year, a number of parental schools throughout the United States and reported the results of their investigations to the Board of Education of Greater New York.

The Leading Parental Schools.

The institutions which come nearest the idea of a Parental School as outlined in the article are the following:

- Lyman School for Boys, Westboro, Mass.
- Middlesex County School, Chelmsford, Mass.
- Westchester Temporary Home, White Plains, N. Y.
- New York Juvenile Home, Dobbs Ferry, N. Y.
- Boston Parental School, Boston, Mass.
- Victoria Industrial School, Toronto, Canada.
- Chicago Parental School, Chicago, Ill.
- St. Charles Home for Boys, St. Charles, Ill.

Essential Features.

Prof. Meleney who has made an extended study of the subject, reported to his board, after inspecting the Boston Parental School and the Lyman School for Boys at Westboro, Mass., the following conclusions:

1. Double cottages are necessary, built of brick, two and a half stories high, to accommodate thirty boys in each unit, equipped with single beds, shower bath, locker room, master and matron's rooms, reading and game room, dining room, pantry, kitchen, and store rooms. A kitchen with small range and boiler are desirable.
2. The school building should be large and well heated and ventilated, containing rooms for shop work, gymnasium and assembly hall.
3. The central heating plant should be capable of supplying heat, hot water and electricity to all the buildings through tunnels or subways in which the pipes are accessible.
4. Food should be prepared in a central kitchen and bakery and conveyed through the subway in trams. In the cottage kitchens some articles should be cooked on occasion. All testimony approved this plan.
5. Systematic training in gymnastics and games is essential supplemented by military drill. This gives spirit and affords interesting activity, always stimulating to healthful training of growing boys. In Boston and in Westboro there is no opportunity for instruction in swimming. In both places there is felt the need of a good swimming tank to be used throughout the year.
6. A farm of one hundred acres should be cultivated with profit and made to yield vegetables and fruit sufficient to supply the institution. It should also support horses, cows, other animals and poultry, for work and for animal products. The boys should do some of the farm labor under the direction of competent farmers and gardeners. They should also have in-

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dividual gardens. The farm work is healthful and invigorating, as well as disciplinary occupation.

7. Farm buildings for the animals and for storage of products are necessary.

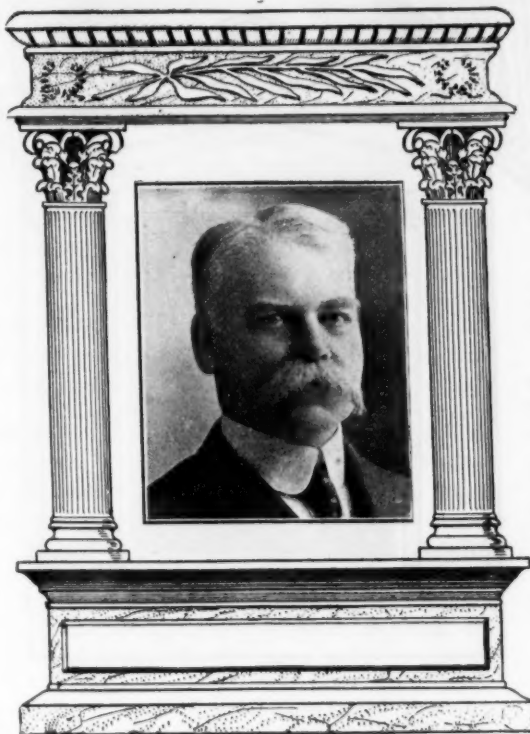
8. Industrial training in the elements of common trades must form a part of the instruction. For this work class rooms may be used or shops equipped in a central building.

9. A good playground is a necessity, where games may be played under the direction of instructors.

10. The all essential requirement for an institution is a competent and experienced corps of instructors and help, male and female; a superintendent well educated and experienced in school management and instruction, who is sympathetic and has good judgment and executive ability. He should also be competent to direct farm labor and other industrial activities. Competent masters and matrons, a man and wife if possible, should be in charge of the several households. Skilled teachers in the common branches and in the elements of industrial training are essential. The course of study should provide for the intellectual and moral training. The social and spiritual interests of the pupils should receive considerate attention.

11. The institution should be conducted on the most economical plan, affording the comfort of the inmates, proper feeding, by means of a very simple but substantial diet, based upon the essential elements of food, and insuring cleanliness, rest, recreation and labor. The

health of the inmates should be carefully nurtured by frequent medical inspection and attendance. Dentistry should be practiced regularly.



CLARENCE E. MELENEY,
Associate Superintendent, Greater New York.

THE IDEAL SCHOOL EQUIPMENT.

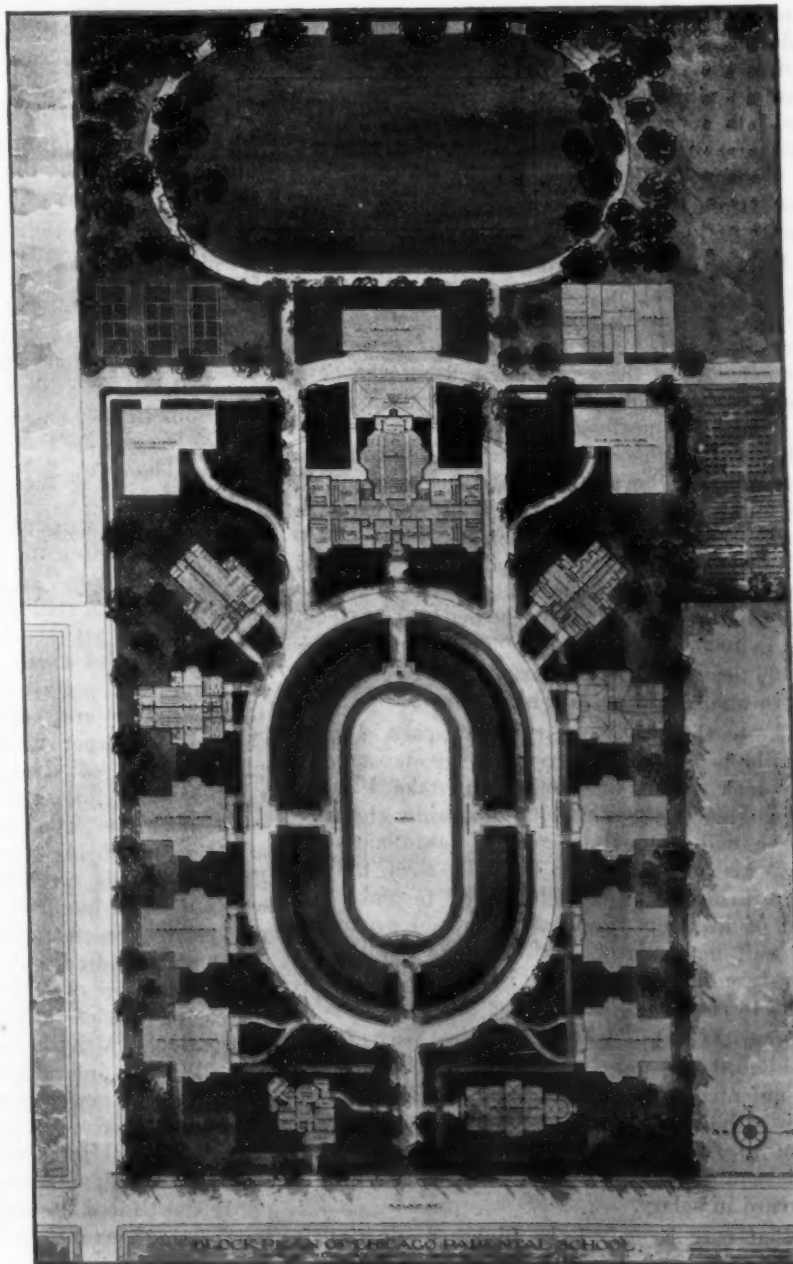
"The ideal schoolhouse remains to be built," recently said Dr. Burnham, a leading authority on hygiene. "Such a house would possess a heating and ventilating plant that would combine the plenum and exhaust systems. It would give 250 cubic feet of air space for each pupil and would give each pupil 35 cubic feet of fresh air per minute. The exhaust fans would be located at the top of the building. The registers would be arranged with regards to the best distribution of fresh air. The warm air registers should be eight feet from the floor and the outlets directly beneath them and near the floor. The main duct should pass under the floor of the assembly room and furnish fresh air under each seat. The basement should furnish toilets, play-rooms, a gymnasium, baths, store rooms and lockers. The light of the school rooms should be from the left or from the left and rear. The curtains of the windows should be of a light green and adjustable from the top and bottom. The doors should open out. The air before it reaches the fans should be filtered through a dust cloth. The rooms should be cleaned daily and disinfected at intervals. The floors should be of hardwood and rubbed with a kerosene oil brush. The chalk dust should be removed daily. There should be no free text-books, cups, or slates. The drinking water should be provided by a fountain. There should be wire matting at the doors and individual lockers thoroughly ventilated."



Administration Building of the Victoria Parental School at Mimico, near Toronto, Canada.



Cottage No. 5 of the Victoria Parental School, at Mimico, near Toronto, Canada.



Block Plan of the new Chicago Parental School.

The Future of Teachers' Salaries



The first question of interest to the teacher inquiring about salaries is: are the positions of teachers, in a state, annual positions or merely temporary occupations lasting only for a small fraction of a year? The annual position means a teacher employed by the year who takes up teaching as a vocation and does not have to shift to other occupations to eke out the salary received from his vocation as teacher.

The second important question is: how many well paying positions there are—how many positions are there in the teachers' ranks which promise the individual, successful in his profession of teacher, an increase above the position he at present occupies, say to a salary one-fourth larger, or one-half larger; how many positions will open to him that are twice or three times or four times what he receives now when he first enters the profession. The ambitious teacher wishes to have a career before him.

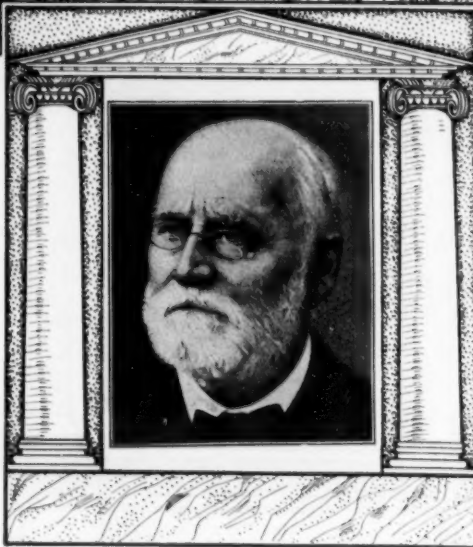
Another aspect of the question is this: do the positions commanding high salaries increase in number as fast or faster than the population? Pretty much all the interest in statistics of salaries in the United States, therefore, relates not to the salaries of rural schools but to those paid in village or city schools which are sufficient to support a professional teacher, and a sufficient number of higher positions to hold out a promise to the lower teacher of promotion from time to time in accordance with the increase of his professional skill.

I am therefore glad to mention here that the average annual increase in higher education throws open nearly one thousand new places a year in colleges and universities for teachers promoted from the secondary schools who have the requisite skill and scholarship. There were in 1890, 7,918 professors and instructors in the colleges and universities of the United States, not counting the professional schools. In 1903 the number had risen to 20,887. It started with less than 8,000 and has an increase of new places in thirteen years almost equal to one thousand a year (12,969). The secondary schools of the United States counted 16,329 teachers in 1890, and in 1903, counted 33,795. This increase gave 17,466 new positions in thirteen years for teachers in public and private high schools.

The teacher whose salary is low, asks himself what he is going to do about it. He may submit in sorrow to his lot, or he may take a more heroic view of the matter, and consider that the lot he will occupy depends in large measure upon his own efforts. He will then try to improve his skill in teaching and to make his field of learning more extensive and accurate. He will make enthusiastic culture studies in literature and art as well as in science. He will study to perfect himself in fine manners.

I find that while by far the larger part of the population is counted in the lower occupations, the talented and able workmen in the lowest rank of industry have a constant demand upon them to furnish recruits for the occupations that require more skill and offer a substantial increase in salary.

What may be called the higher occupations, which have to do with protection and culture, increased with a considerable degree of uni-



DR. WILLIAM T. HARRIS,
United States Commissioner of Education.

formity in the thirty years ending in 1900, showing an increase from 32,000 to 44,000 thirty years later in each million.

Professors and teachers were counted by the census in 1870 at 10,141 in each million, but the quota of 1900 in each million is increased to 18,509.

Is the vocation of teacher a permanent one which will grow into greater consideration with our people during the entire period in which they make progress along the lines of the conquest of nature and the conversion of things and forces to the rational purpose of supplying the wants of man?

I have named the vocations that provide means of creature comfort and the means of protection as belonging to the higher order of occupations. It will be seen at once that these vocations involve capacity and that they receive higher wages than the employments of the lower order. There is a third and last division of this higher order of vocations, including employments of that portion of the community engaged in providing the instrumentalities of culture for the people. I include in this list, first those engaged in religious work of various kinds and next the artistic trades that supply ornament on useful goods and produce works of sculpture and painting, and music, literature, the formation and care of art museums, and three more larger classes of workers in this higher order of occupations, namely, school teachers, librarians, and the purveyors of intercommunication. The corps of teachers in public and private schools, something over half a million, the public teachers alone numbering upwards of four hundred and fifty thousand and the private teachers of all kinds numbering about one hundred and twenty thousand more; the curatorship of libraries contains a rapidly increasing list of occupations, and the list of occupations which include the people collecting and diffusing information by the daily newspaper, weekly newspaper, magazines and books, operating telegraphs, photographic and photo-engraving establishments—this class is at present not one-half as large as the corps of teachers in the United States, but it is destined to be much larger, as urban life comes to supplant rural life.

These classes of workers, belonging to the

higher order of occupations, are destined to grow in size with the advance of civilization and the increase of production in wealth. I include in this list those employed in practical science or the pursuit of science and the invention of devices useful in the arts.

In the earlier stages of civilization, ninety-nine laborers out of each hundred are needed to supply raw material and rude manufactures for the community. With the growth of civilization a larger and larger number are detailed from the one hundred to provide creature comforts, protection, and culture, and the teacher's vocation at present by far leads in the numbers of those who have to do with providing culture for the community. These vocations are limited in numbers only by the ability of the community to furnish a surplus of money beyond what is needed for the raw materials and the rude manufactures for food, clothing, and shelter. In the far distant time a goal will arrive when one person in each hundred, by means of machinery, will furnish all the food, clothing, and shelter needed for the other ninety-nine, and every one of these ninety-nine will find ample employment in the higher orders of employments which provide means for creature comfort, protection and culture.

The increase in lucrative occupations in the professional classes who furnish protection for health and property, assist by competition the increase of salaries for teachers by drawing their supply of workers from the higher educated classes.

The recent canvass of the salaries by the special committee of which Colonel Wright, the chairman, makes report this year, gives us data from which we may complete our list of better-salaried positions, besides those in colleges already named, counting in superintendents, assistant superintendents, high school principals, elementary school principals, high school teachers (not principals), elementary school teachers, six classes, reported in 46 cities of over eight thousand inhabitants.

This list aggregates 53,554 positions with annual salaries of \$600 and over, one-half of which pay \$800 and upwards and 14,193 of \$500 to \$600, and 17,728 annual salaries below \$500.

I stop at salaries at six hundred dollars because he who receives six hundred dollars per year receives more than his quota of the total production of the United States, the total income of the nation in 1900, made on a liberal basis, being only \$551.56 per inhabitant, if divided among the entire number of men, women and children, seventy-six millions in all. In this estimate I do not set aside anything for the rent of real estate, nor anything for the interest on capital nor anything for the extra pay of the organizing and directing power which contributes so much towards the increase of the production of wealth.

No teacher has a right to complain on a socialistic basis if he is receiving a salary, for his annual services, of six hundred dollars.

The United States counted in the census for 1900 twenty-nine millions of our people engaged in gainful occupations, of which the number of

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teachers and professors counted less than two per cent (.018). I have estimated them at 536-756 for the year 1900.

My estimate of salaries at six hundred dollars and over, as being the largest amount that can reasonably be demanded on any socialistic basis, makes a good showing for the teacher who aspires to make his occupation something higher than a mere trade, and does no harm to the make-shift teacher.

The teacher's profession gives in the elementary and high schools and the office of superintendent the following.

Salaries.	Positions.
\$ 600 to \$ 700.....	16,015
700 to 800.....	11,064
800 to 900.....	8,664
900 to 1,000.....	4,424
1,000 to 1,100.....	2,539
1,100 to 1,200.....	1,486
1,200 to 1,300.....	2,825
1,300 to 1,400.....	1,166
1,400 to 1,500.....	861
1,500 to 1,600.....	766
1,600 to 1,700.....	1,005
1,700 to 1,800.....	227
1,800 to 1,900.....	361
1,900 to 2,000.....	233
2,000 and over.....	1,918
Total.....	53,554
\$500 to \$600.....	14,193
Under \$500	17,728

Adding the positions in colleges and universities, 20,887, to 53,554 positions with salaries of \$600 and above we have a total of 74,441.

Teachers, if there are any who claim an increase of salary beyond a salary of \$551.56 a year on the ground of their natural right to a pro rata share of the wealth produced in the United States, could not urge a valid plea because the total wealth distributed even without payment of interest on capital or rent on real estate does not yield beyond that average sum to the twenty-nine millions of persons following a gainful occupation in the United States.

Teachers of rural schools for three or four months in the year are not an important element in this discussion of salaries. Teaching as a makeshift occupation can never be of sufficient importance to cause young men and women to spend years at training schools in preparation for that work. Only places with annual salaries and with eight to ten months of teaching will warrant the establishment of normal schools and the requisite time of preparation necessary to secure the special qualification of the professional teacher.

In the next place the salaries that average below \$500 can not be named as attractive for the professional teacher except as a beginning, a period of probation. Salaries of \$600 begin

to be attractive to the person who belongs to the rank of mechanical wage-earners and feels an ability and a desire to undertake a career that promises more honorable service and a higher salary than the mechanical occupation which he finds ready to his hand. The professional teacher demands a permanent vocation at living wages, as I have said, with plenty of higher positions for him with advanced wages as a reward for his increase in skill and culture.

I have shown in another place that there has been an increase in accumulative wealth from decade to decade in the states and that the total amount of wealth per individual in the United States amounted in 1900 to \$1,235 (estimate made by Chief of Bureau of Statistics United States Treasury for World Almanac). In 1850 the total per capita of wealth per inhabitant on its true valuation was \$308 per inhabitant, and decade by decade it rose to the following sums: 1860, \$514; 1870, \$780; 1880, \$870; 1890, \$1,036. It appears that each individual in the United States has an average of four times as much realized wealth as in 1850, and therefore can bear a burden of taxation equal to four times that of 1850 with greater ease, because the greater the income from vested property the greater the tax possible without stinting the individual in his necessities.

The average amount earned per individual by the persons reported in the census as having a gainful occupation increases from year to year with the increase of realized wealth. Realized wealth may be considered as capital for the pro-

duction of property. The individual therefore, if re-enforced by a large amount of realized wealth, is able to produce much more per annum.

The average person having a gainful occupation in 1850 produced less than \$500 (\$484.80); in 1860, \$651.48; in 1870, \$849.03; in 1880, \$721.93; in 1890, \$990.32; in 1900, \$1,065.69. The larger the sum produced by the average person in the United States the greater his ability to support schools and furnish positions of large salaries for the highest order of teachers. These figures, therefore, on the increase of productive power on the part of the individual wage-earner in the United States are full of hope for the future of the teacher as regards his salary and his social position.

Science makes possible mechanic invention and it makes possible also the use of the forces of nature to re-enforce human power and the power of domestic animals. This progress in the re-enforcing of the human might as it goes on from year to year, may be expected to increase the wealth-producing power of the individual. It would seem that in fifty years, from 1850 to 1900, the wealth-producing power has more than doubled. All countries show increased power of wealth production in proportion as they adopt labor-saving machinery but few to the extent of the United States.

The future of Teachers' Salaries is therefore a bright and promising one viewed in the light of the general industrial progress, but a far more hopeful one viewed from the economical law of increased values for vocations that have for their object protection and culture.

BUILDING AND FINANCE.

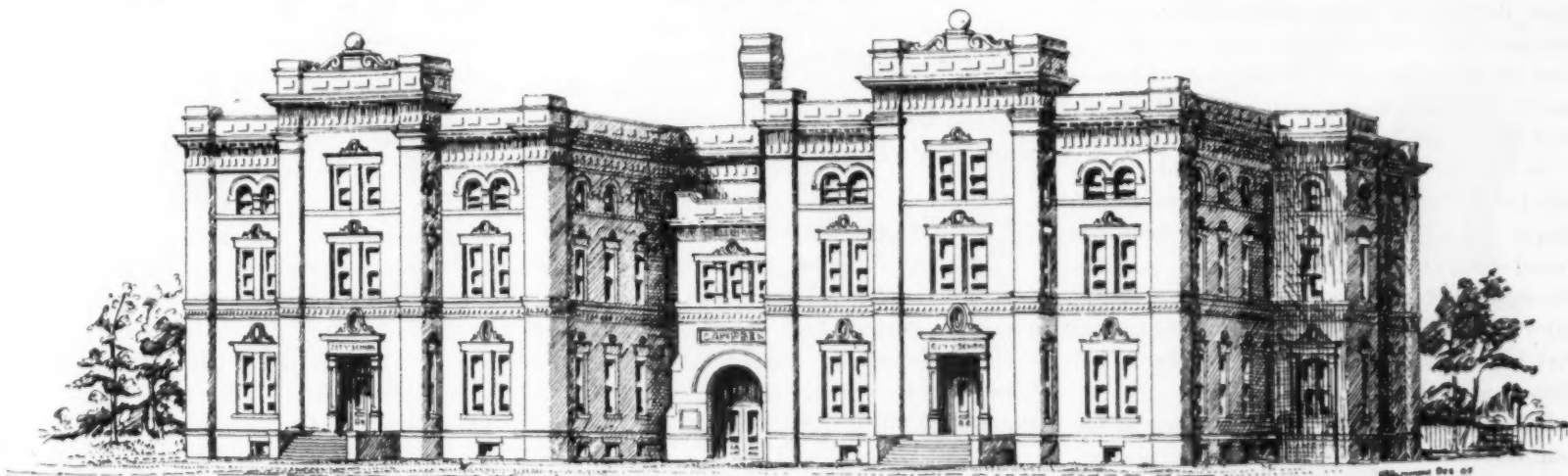
Memphis, Tenn. In his annual address to the board of education, President O. I. Kruger recently recommended that the school architect be engaged by the year. The board has for some time employed Mr. Walk C. Jones by the month, to act as architect and superintendent. The saving effected by this has been so great that it is now desired to employ Mr. Jones by the year. General repairs will be part of the work assigned to him.

Chicago, Ill. The school board is preparing to bring forty condemnation suits to acquire land for enlarging playgrounds and future additions to school buildings.

I congratulate you on the success of the School Board Journal. I have found it very helpful to me in the administration of the duties of my office. It ought to be read by every school board member in the United States and by every one who has to do with school management.—Supt. J. H. Collins, Springfield, Ill.



FRANK W. COOLEY.
Superintendent of Schools,
Evansville, Ind.



Ed Schlatter, Architect
Evansville, Ind.

THE NEW CAMPBELL STREET SCHOOL, Evansville, Ind. Frank J. Schlatter, Architect, Evansville, Ind.

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School Boards, School Officials and Teachers.

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THE GREAT EVIL IN EDUCATION.

The great transformation in public sentiment regarding the evils which have crept into civic life has not left the educational field untouched. In these days when the tendencies lie in the direction of cleansing the public service of grafters and in eliminating corruption from all forms of official activity, the abuses in the educational life of the country cannot escape attention.

The evils which have fastened themselves upon school administrative labors of the land arise out of the commercialism which selfishly seeks to control the acts of men who have been entrusted with the cause of popular education.

This commercialism has ridden over every precept of honor and decency, has enforced the adoption and purchase of its wares contrary to the best interests of the schools and has deteriorated the standards of morality wherever it has operated. Not only has this commercialism advanced its interests by corrupting the weaker elements in the field of school administration, but it has also terrorized men and women in the professional branches.

This crime must be laid to the doors of certain educational publishing houses. They have established a network which entwines the conscienceless school board member and the timid schoolmaster. The former yield to corrupt influences through greed, the latter through fear. The one yields to acts of commission because he "needs the money"; the other to sins of omission because he doesn't want to "lose his job."

The time, it seems to us, is ripe when school officials should take a high moral ground, drive from the educational field all corrupt firms and agents and keep them at a distance until they have fully redeemed themselves.

Text-books and supplies should be selected upon the basis of merit only, but if a corrupt commercialism is to be eradicated, once for all, then the firm that seeks the adoption of even a meritorious text-book through the aid of corruption, should be debarred from recognition.

So flagrant have been the movements of certain publishing houses that not only the school people but the general public, has been apprised of their iniquitous tendencies. Some of the agents of educational publishing houses enjoy reputations of such unsavory character that high minded educators will refuse social contact with them.

During a recent state adoption in one of the southern states a book agent of notorious character and antecedents, came to direct the campaign for his company. When the State Super-

intendent, a strong, clean and honorable man, learned of his arrival he at once made it known that the agent must not come into his presence under penalty of losing every book on the list. The agent kept himself under cover during the rest of the campaign.

Incidents of this kind, which are by no means uncommon, give evidence of a deplorable condition and should prompt an uprising on the part of honorable school men to place an unmistakable stamp of disapproval upon tainted men and questionable methods.

The educational field, above all others, ought to be free from graft and other forms of corruption. School boards ought to set the pace in the direction of purity in civic life, and ought, by example, demonstrate the desirability and the value of purity, honesty and efficiency in public life.

SCHOOLMASTER WORRY.

Dr. Arnold Tompkins, principal of the Chicago Normal school, whose health was broken by the nervous strain caused by the bitter criticisms of his administration of the school made repeatedly during the last two years, died August 14, of typhoid fever, at Manlo, Ga.

This item of news not only emphasizes once more the saying that worry, not work, kills men, but it also tells the sad story and ending of many lives dedicated to the cause of education.

It is worry that wrecks the health of thousands of teachers, that unfits principals and superintendents for the responsible and difficult positions which they hold. Unjust criticism always cuts deep, and the fear of impending criticism or threatened opposition, is usually more than the average professional man or woman can bear with equanimity.

In passing it may not be unfair to remark that members of boards of education not infrequently contribute to these worries and cares which tend to weaken the services of those upon whom they are heaped.

It frequently happens that a whole school system is plunged into the spirit of unwise criticism. The president or members of the school board harass the superintendent, he in turn worries the principals, they in turn criticize the teachers, these nag the janitor, and finally the janitor kicks the dog.

It is never wise, or just, to nag or criticize openly the professional workers of an educational system. Kindly co-operation, tactful counsel and helpful encouragement are far more effective in bringing about the desired results.

BUTLER AND THE KAISER.

The plan of exchanging university professors between the United States and Germany for given periods has, after a year's discussion, been formally presented to Kaiser Wilhelm by Dr. Nicholas Murray Butler of Columbia College.

Under certain conditions the plan is feasible and can be made serviceable to a high degree. The professors to be exchanged must

be able to speak and lecture in both the English and German languages.

An experience was offered during the International Congresses held at St. Louis last year. It was depressing to see an audience of American educators listen to such eminent German educators as Prof. Wilhelm Reihm of Jena, without understanding a single word.

If the German professors are to be of any service to the American students they must be able to lecture in the English language, and if our professors are to prove valuable, at all, to the German students they must be able to transmit their lessons in the German language.

It is hoped that the plan can be carried out and that the present language difficulty can be met.

SCHOOLBOARDS AND WEALTH.

The election of Mrs. Clarence H. Mackay, a young woman of wealth and social standing, to the school board of Roslyn, N. Y., arouses once more a discussion in the daily press on the subject of women for school administrative labors. The fact that Mrs. Mackay is a society woman of wealth gives the discussion an additional zest and interest.

This interest, however, has been stimulated in a statement which she made to the press. "I believe it is better for the people of the wealthy class to help to improve the public schools than to spend their money on yachts, or parks, or private schools," she is quoted to have said.

This is good sense and bears the ring of true Americanism. If the schools are to breathe the spirit of democracy they must educate the rich man's child as well as the poor man's child upon a basis of absolute equality.

This implies also that the rich man or woman cannot stand aloof from school board duties and it is especially commendable on the part of a much engaged society woman to give her time, energy and ability to the cause of popular education.

As to the advisability of placing women upon the school boards we must hold now, as we have in the past, that the average woman is not as well fitted for school administration as is the average man.

It is only the exceptional woman that renders valuable service. Josephine A. Goss, of Grand Rapids, Mich., Pauline Steinem, of Toledo, O., Mrs. A. E. Hyre, of Cleveland, O., Jane Addams, of Chicago, and others which we might name, are notable examples of women who are exceptionally well qualified to assume the legislative, executive and judicial labors of a school system.

Mrs. Mackay has made a promising beginning in the view she takes as to the relation of the wealthy classes to the common schools and we trust she will meet our highest expectations.

THE MONEY CHANGERS.

A representative of the Book Trust recently admitted at Grand Rapids, Mich., that he used money in the school elections of that city to elect certain candidates for the school board and to defeat others.



Nicholas M.

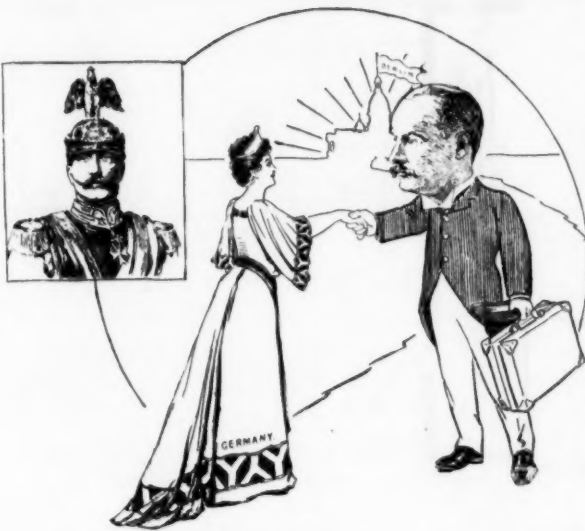
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Nicholas Murray Butler arranging an exchange of Professors with Germany.

The full meaning of such interference on the part of a publishing house in the educational affairs of a community should not be misunderstood. No agent would spend money in order to defeat an unworthy citizen and elect a worthy one. No honorable citizen would accept financial assistance from the Book Trust or from any one else to aid him in his election. The Book Trust would consider the contribution of every dollar in the nature of an investment upon which it expected a handsome return.

Outside interference in the affairs of a community is in itself a presumptuous undertaking. But when it is made for the purpose of mortgaging a given body of men in whose hands sacred interests have been entrusted, the performance becomes a contemptible one, and should be resented with all the vigor of an honorable citizenship.

The School Board of Grand Rapids, Mich., cannot afford, any more than any other School Board or any other city can afford, to bear the stain of a purchased election. It should scourge these money changers from its temple of school administration and hold high the banner of truth and honor.

APPOINTING COMMITTEES.

The presidency of a school board implies more than the mere presiding over the deliber-



Secretary Irwin Shepard editing the N. E. A. volume.

ations of a body of men once or twice a month. While this function requires a clear head, a judicial mind and the knowledge of parliamentary rules, there are duties assigned to the president which are far more important in their effect upon the school system. Among these duties none are of greater importance than those which relate to the appointment of committees.

The successful operation of a school system must primarily rest upon the efficiency of the board. The highest efficiency of a body of men cannot be hoped for unless its membership is assigned to labors for which it may be best fitted. No man, for instance, who has no knowledge in the direction of finance and building should be entrusted with the chairmanship of a finance or building committee.

But, the evils which arise in connection with committee make-up of a school board, are largely the result of ante-election bargains. The over ambitious member is apt to exact a chairmanship for his vote on the presidency. The man who seeks the presidency may in a contest yield to promises which he may find difficult to fulfill, and the fulfillment of which are in direct opposition to the best interests of the school system.

The President, in order to make the School Board an efficient working body, must acquaint



Arnold Tompkins, President Chicago Normal School died August 14, 1905.

himself with the experience, educational qualifications and general characteristics of the individual members and assign them to committee labors with discriminating care and without fear or favor. He cannot yield to bargains and at the same time meet the full obligation of his office.

The President is an important factor in giving the board an impetus in the right direction, not only in holding up correct ideals in administrative labors but also in dividing these labors upon the basis of adaptability and fitness.

Grand Rapids, Mich. A special committee has been empowered by the school board to investigate all charges of corruption in connection with the election of members of the board. The relations of the board and of individual members with agents of book companies doing business with the board are also to be examined.

Clinton, Ia. The study of science in the eighth grade has been discontinued. Manual training will be taught the boys in the grammar schools.

Birmingham, Ala. "There is no better advertisement of a state or community than good schools. Nothing serves so well to attract a desirable class of population and nothing does more to advance all interests," says a local editor. "But aside from these considerations we owe it to the rising generation to properly educate the children. It is a public duty."



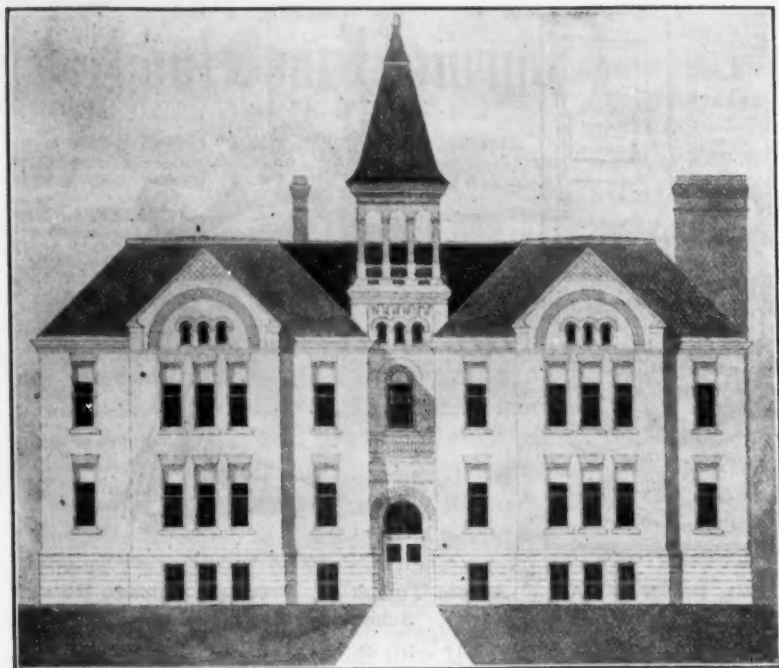
History and Geography made by the Portsmouth Peace Conference.



The teacher invites the boy to the fall opening of the school.

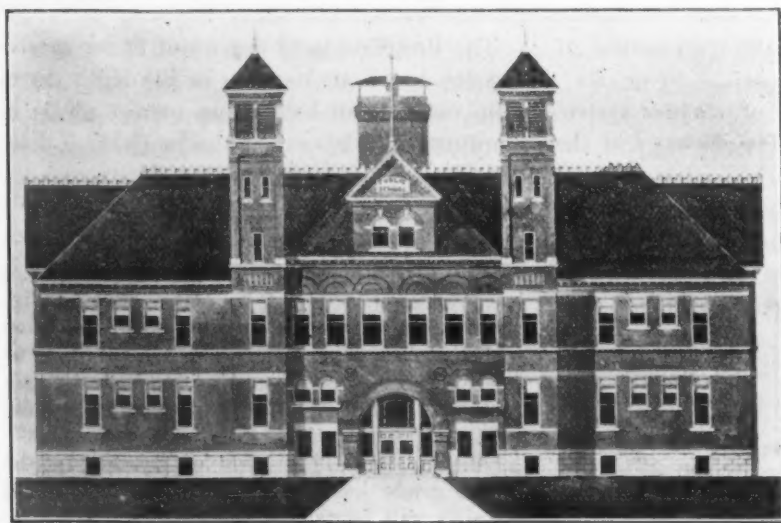


Those who have had Chautauqua meetings this year want them again next year.



SCHOOL HOUSE AT AMBOY, MINNESOTA.

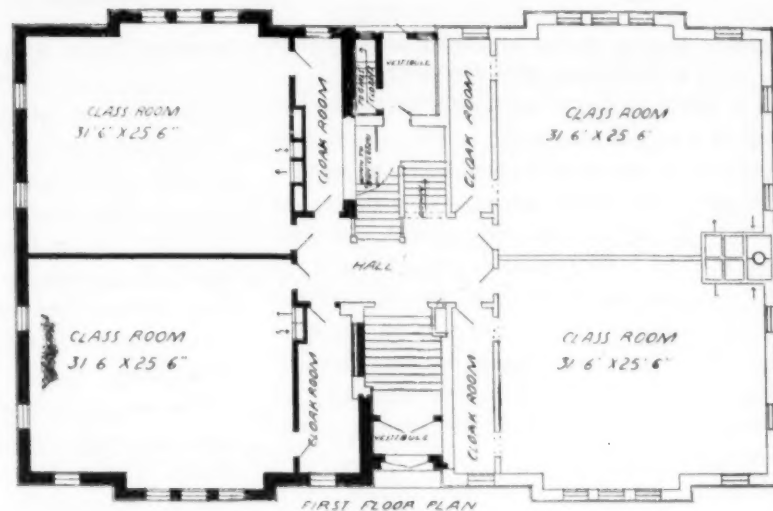
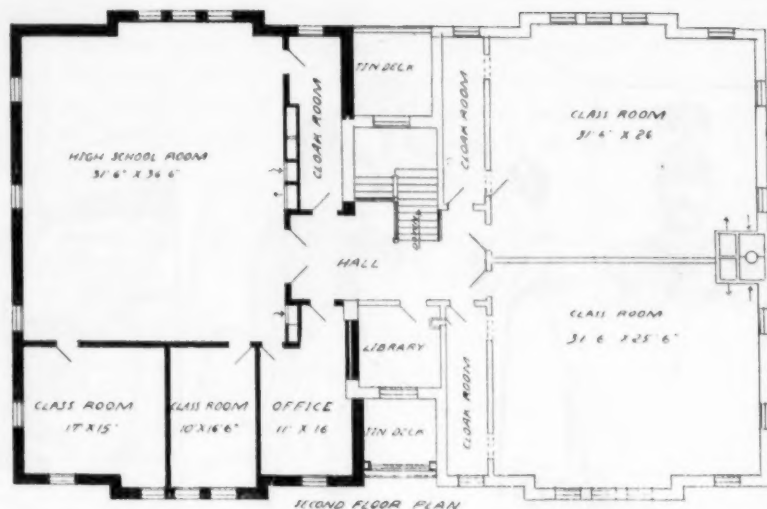
Left hand part is the old building—right hand is the new addition. See floor plans on this page. Albert Schippel, Architect, Mankato, Minn.



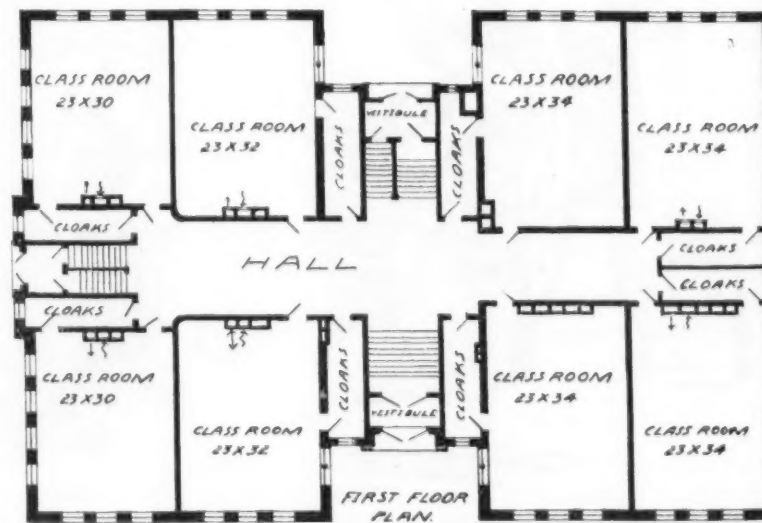
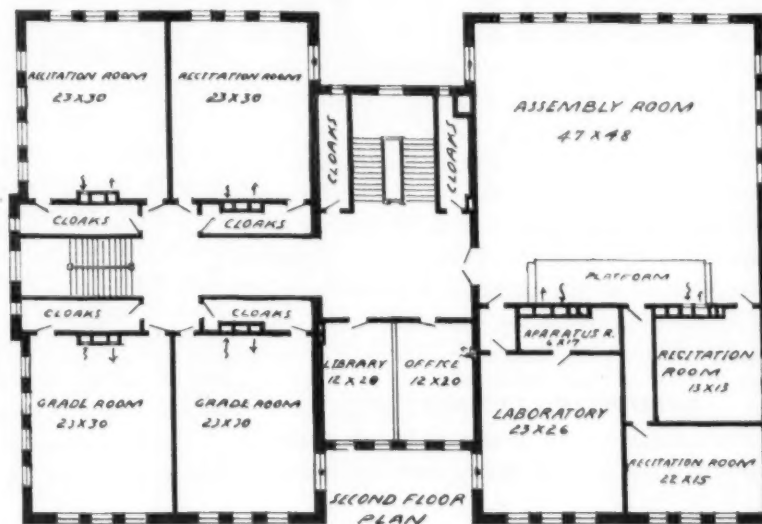
Study for a modern high and grade school suitable for small city or town. The floor plans, which also appear on this page, afford further information. Albert Schippel, Architect, Mankato, Minn.



New Public School to be erected at Theresa, Wis. Ground dimensions, 50x51 feet. Ventilated by natural gravity systems. Cost of building about \$10,000. O. M. Pillsbury, Architect, Fond du Lac, Wis.



FIRST AND SECOND FLOOR PLANS, SCHOOL AT AMBOY, MINN.



FIRST AND SECOND FLOOR PLANS FOR MODEL HIGH AND GRADE SCHOOL.



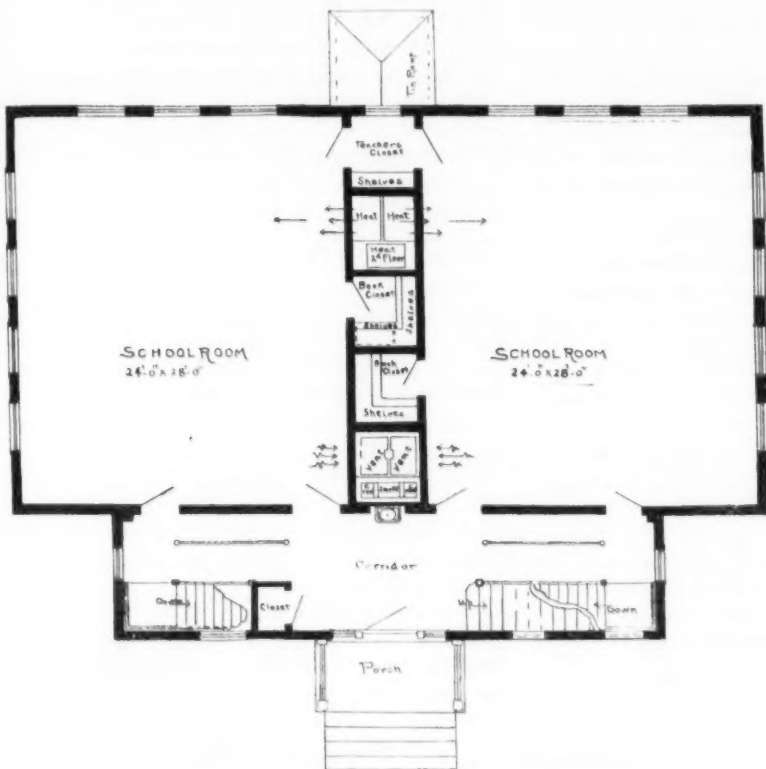
NEW HIGH SCHOOL, BOLIVAR, N. Y.
J. Mills Platt, Architect, Rochester, N. Y.



PROPOSED CENTRAL HIGH SCHOOL, PUEBLO, COLORADO.
Robt. S. Roeschlaub & Son, Architects, Denver, Colo.



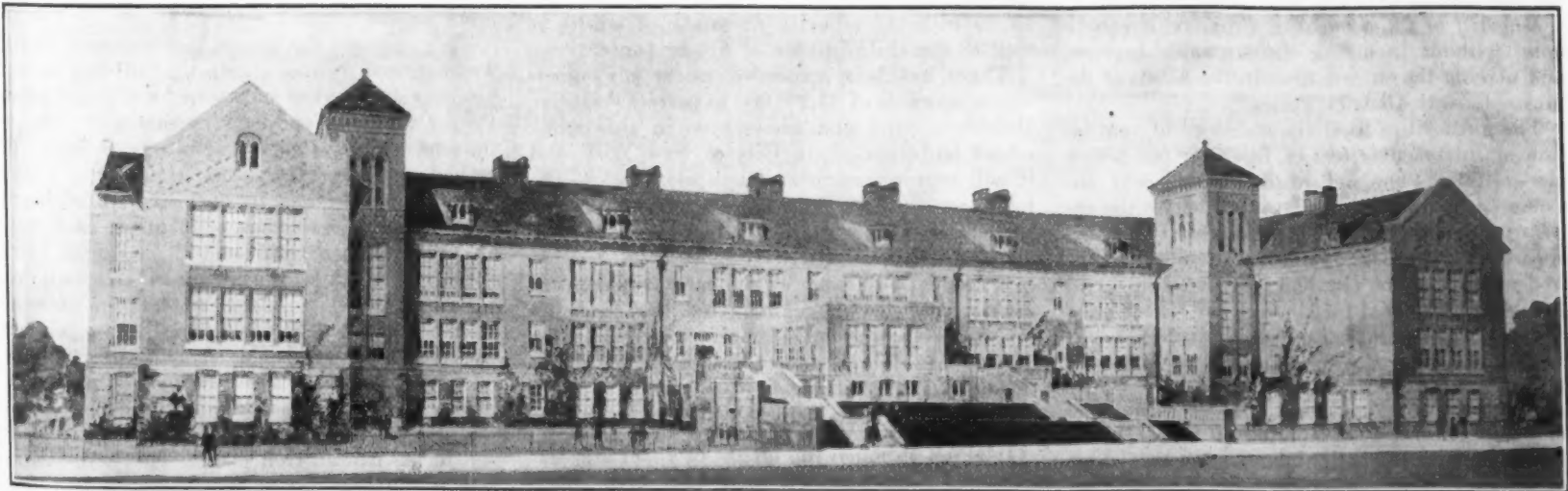
NEW HIGH SCHOOL, TEXARKANA, ARK.
Sanquinet & Staats, Architects, Fort Worth, Texas.
Capacity 600 pupils. Cost \$31,500.



FLOOR PLAN, NEW SCHOOL AT EAST NORTHFIELD, MASS.
Augustus Holton, Architect, Pittsfield, Mass.
Cost complete \$4,500.



NEW HIGH SCHOOL, LEAVENWORTH, KANS.
Wm. Feth, Architect.
Capacity 700 pupils. Cost \$60,000.



THE NEW SHIELDS SCHOOL, ST. LOUIS, MO.
Wm. B. Ittner, Architect for the Board of Education.

Needed Legislation in School Architecture

By C. B. J. Snyder, New York

Is legislation desirable which shall have for its object the establishment of certain minimum requirements which shall be observed in the design and construction of school buildings?

Those who are aware of the results obtained when certain fixed principles in school house design have been carried out, either voluntary or otherwise, unhesitatingly answer in the affirmative.

The last twenty-five years has witnessed a complete change in the design and methods of construction of buildings, both public and private throughout the entire country.

Attention became first fixed in the commercial world, upon the possibility of an increased return on investments, through the reduction in fire hazard and maintenance, through the free use of fire resisting materials, the logical development of which was the "sky-scraper," with its incombustible walls, floors, partitions and stairways.

Almost simultaneously, loss of life through fire in places of public assemblage, created the demand that such buildings should also be built of fireproof materials, with numerous stairways and exits.

The influence of this movement was felt by the school authorities of several of our larger cities, who reached the conclusion, that if these improved methods of design and construction paid from a commercial standpoint, then they could also be applied to the public school buildings, not only as an economical measure, but to make more safe and secure the lives of the children who were to occupy them. In all of these matters private enterprise led the way and legislation followed.

The immediate effect of this change in policy was the placing of the problems involved in the hands of skilled architects, who proceeded to introduce design as one of the elements entering into modern work.

Heating and Ventilation.

Progress in heating and ventilating has been much less rapid. Many years ago the State of Massachusetts enacted a law which applied to the construction of public buildings and school houses—inserted an act regulating the employment of labor—requiring that such buildings should be built and maintained in a proper sanitary condition, and that they should be ventilated in such a proper manner that the air should not become so exhausted as to prove injurious to the health of the occupants, provided it can be done without incurring unreasonable expense, and placing the enforcement in the hands of the Massachusetts District Police.

The authorities fixed the standard of ventilation at thirty cubic feet of fresh air per person per minute. The net result to not only the Commonwealth of Massachusetts, but to the entire country was most beneficial, for it encouraged that great class of intelligent school people to demand that the physical welfare of the child should also be cared for since it had direct bearing upon its mental capacity for study.

Three Great Essentials.

The word "legislation" has a formidable sound, but when it is applied to school house design and construction there are but three points upon which I should seek to obtain the

undiscriminating power of the all-compelling law:

First—Requirements as to the lighting and size of class-room, also ventilation or the supply of a given number of cubic feet of fresh air per person per minute and the removal of vitiated air.

Second—Stairways, exits and fire-escapes, their size, number and construction.

Third—Boiler, heat and vent flues, smoke, steam and hot air pipes, their location and construction.

Health is placed of first importance and this includes the conservation of the physical and mental energy of the child.

Both experience and investigation show most clearly that nothing as quickly and surely saps the mental vigor of a child at study as *bad air*. Extensive experiments have been made both here and abroad to determine the correct amount of fresh air per minute which should be supplied to an individual.

The variations in the findings were doubtless caused by the differences in local conditions, but an inspection of plants actually installed in this country, show uniformly good results with a supply of thirty cubic feet of warmed fresh air per pupil per minute.

It is a requirement which can easily be met and has been accepted by the architectural and engineering professions as standard practice.

Denial cannot be made but that the first cost of installation and the cost of maintenance will exceed that of a system installed for heating purposes only and that there are many who deem ventilation, especially in a school room, as unnecessary, but the benefit to be obtained by the installation of a proper heating and ventilating apparatus is so great, as to rapidly convert unbelievers, provided they do not sit as a School Board, thus holding the purse strings, and, because the advantages of a ventilated school room are *personally* unknown to them, refuse to permit of its being embodied in the plans.

Legislation the Only Remedy.

Classrooms should be designed to afford fifteen square feet of floor space and two hundred cubic feet of air space for each pupil, with windows opening to the outer light and air, and of an area equal to not less than one-fifth of the floor space.

The second item, that of stairways, exits and fire-escapes, comes next in importance, and has to do with the security or safety of adults as well as the child in case of fire or panic.

There has been expended under my supervision upwards of \$1,200,000 to correct defective stairways, exits and fire-escapes in the public school buildings of the City of New York, and it will require nearly as much more before the job is complete, 90 per cent of which could have been saved if the buildings had been properly planned.

It is this knowledge of the enormous expense involved and the danger incurred, that leads me to dwell so forcibly upon this item, as these same defects are found in public school buildings throughout the country.

Fireproof Stairways.

It is not so much the height of tread and the width of riser in a stairway that need cause trouble and apprehension, but it is the presence of circular stairs, winders or diagonal steps at the point of change of direction in a stairway. These in themselves are bad enough, but of equal importance are the number, width and location

of stairways, which should be regulated by the greatest number of individuals which may be called upon to use them, from any one point at a given time.

The recitation of a simple illustration of the violation of this principle which I was called upon to correct will bring to the mind of each one a parallel example with which he is familiar.

A school building three stories high, of the usual character, with fourteen classrooms—six each on the first and second floors and two on the third, the balance of the space on this floor being an assembly hall seating 650. It was designed and used not only for the pupils of the school, but for lecture and other purposes, whereby the adult population of the neighborhood filled the room at times to overflowing.

The building was non-fireproof, even to the stairways, and while there were four of these up to the second floor, yet two had been stopped off at that level so as not to "spoil" the assembly hall. The exit from this room was only possible through one large set of double doors at the rear, giving out upon a central landing from which led two flights of wood stairways four feet wide.

The state law required a fire-escape, which had been supplied, of the usual design—open lattice balconies at the level of the window sill with one straight or vertical ladder.

It was the same old story—the architect had complied with the wishes of his clients, who insisted that he should plan the building to suit their ideas or yield the work to another man, they being seemingly blind to the realization that a building of such design was a menace to the life and well being of every person in its neighborhood.

The location of stairways with reference to their accessibility in an assembly hall and the rapid dismissal of those gathered there by widely separated exits are of just as much importance as the number of stairways; in fact, the two factors are interdependent. Wide corridors will not alone cause a panic stricken assemblage to calm its fears; it is an unreasoning being seeking only exit to the open, where it believes safety alone is to be had.

Fire-Escapes Unnecessary.

The erection of a fire-escape on the exterior of a school building is to be deplored, since its use is not familiar to the child. In fact, in the majority of cases, nothing short of an athlete or a fear-crazed person could make a safe descent to the ground.

They darken the rooms, are exposed to the weather, and at once stamp the building as improperly designed or such would not be required. Proper planning and construction will increase the expense but slightly and in return there will be had absolute safety.

Each stairway and its enclosing walls should be of fireproof materials, shut off at each floor by fireproof partitions and doors, fitted with automatic springs and checks. The building is not only made safe for use, but the noise of operation of the school is reduced to a minimum and the interior is made more comfortable in cold weather with a less consumption of fuel.

One of the simplest, cheapest and best forms of fireproof stair treads is of oak or maple planking, secured to an iron plate. They will last as long as slate, as far as wear is concerned, and will endure fire and water and yet give a secure footing for the firemen long after slate and other similar materials have been shattered from their effects.

Concluded in the October Number.



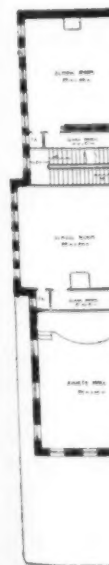
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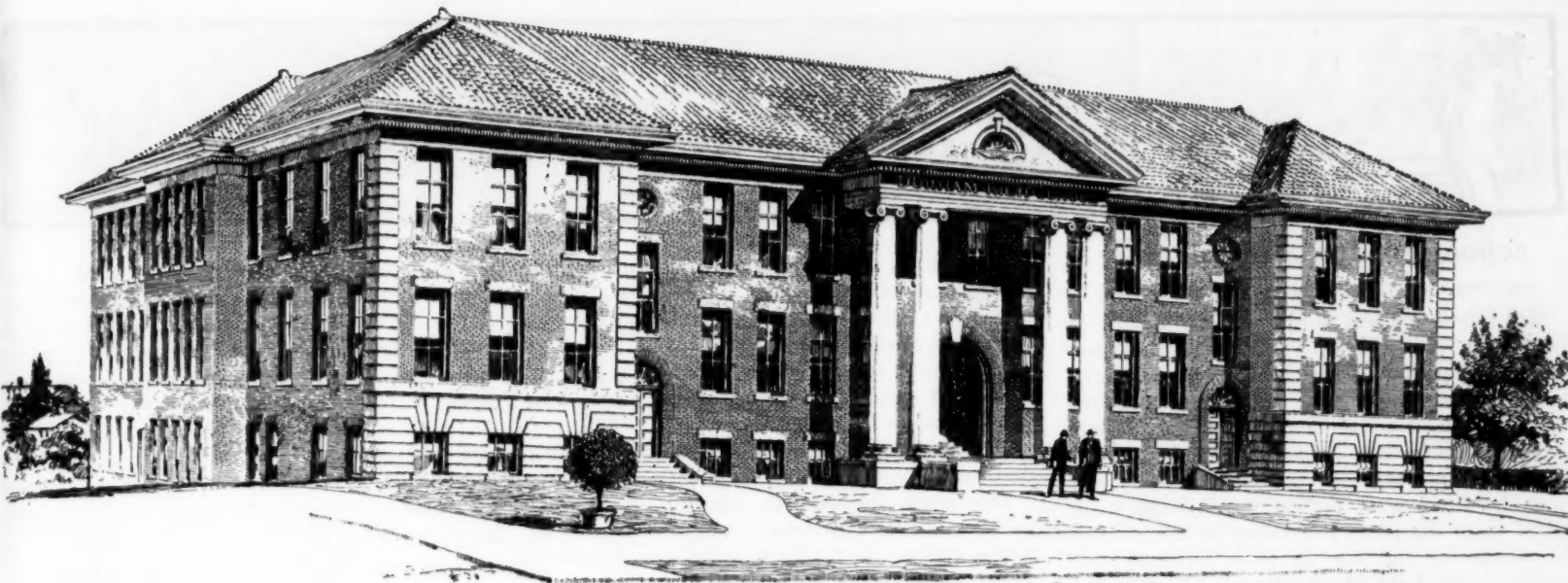
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(Note.—Mr. Snyder is the Architect and Superintendent of School Buildings for the Board of Education, New York. He is also a Fellow of the American Institute of Architects and Member of the Architectural League, the Am. Soc. Heating & Ventilating Eng. and the Municipal Engineers, N. Y.)



PERSPECTIVE PLAN, NEW HIGH SCHOOL, DURHAM, NORTH CAROLINA.

A MODERN SOUTHERN SCHOOL BUILDING.

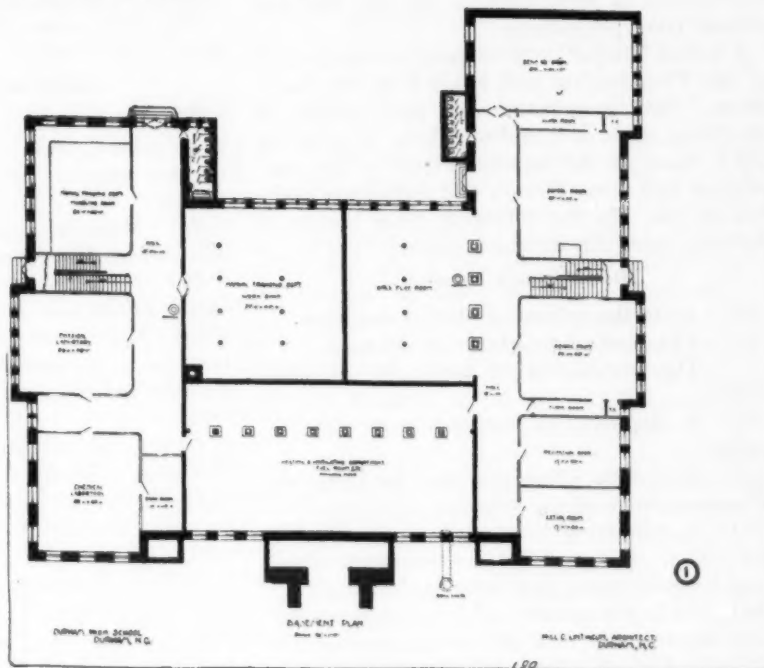
It must be evident to every thoughtful school official that it would be unwise to hold that the school building of the South must be arranged and constructed upon the same plans adopted for a building in the North.

Hill C. Linthicum, a leading southern schoolhouse architect, has, in planning a high school for Durham, N. C., aimed to produce a type specially adapted for the southern climate and for southern conditions.

It is built of brick, granite, terra cotta, galvanized iron with a Spanish tile roof. The interior finish is North Carolina sap pine. The cloak rooms are not only convenient in arrangement, but also sanitary in equipment. Heating through indirect steam with fan ventilation. The temperature will be regulated automatically. The entire cost will be about \$42,000.00.

It is safe to say, when completed, this will be the best school building in the state of North Carolina. The design is classic in outline and simple enough to afford an economical construction.

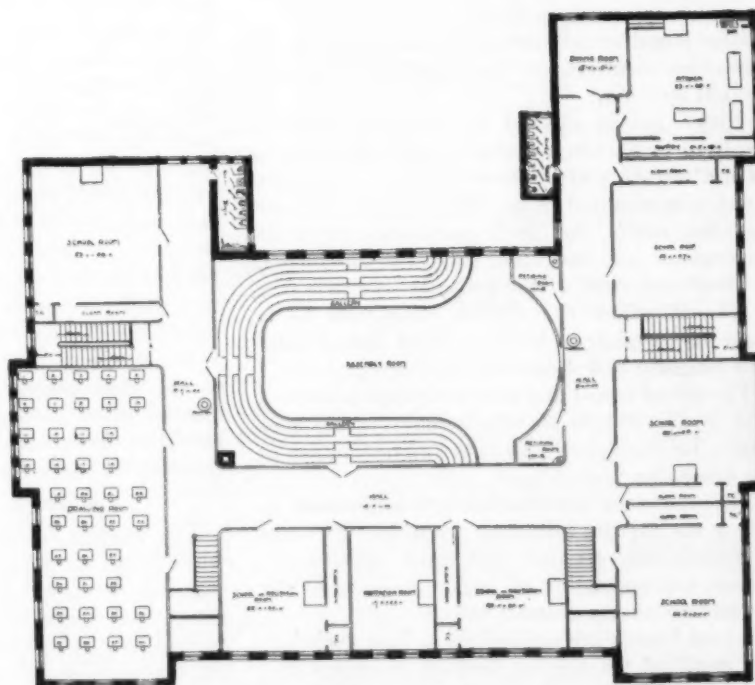
Architect Linthicum believes that this type of buildings, in point of orientation, is not only well suited for a warmer climate, but that the material selected for its construction can be most advantageously employed in the southern states.



BASEMENT PLAN.



SECOND FLOOR PLAN.



FIRST FLOOR PLAN.

PERSPECTIVE AND FLOOR PLANS, MODEL HIGH SCHOOL FOR A SOUTHERN CLIMATE.



School Administration

SCHOOL BOARDS AND THE LAW.

BY PROF. WALTER H. FRENCH, OF MICHIGAN.

All school officers and teachers should be familiar with the law in order that they may know their powers, duties, privileges and limitations. In interpreting the law we must consider the words used in the light of their ordinary meaning except in the case of technical terms. It must be interpreted as it reads and great care must be taken that no ideas are added to or taken from the plain provisions of the statute. In construing the law we must construe each section in the light of all others, or consider the statute as a whole so that all parts of it may stand and it should be understood that where one statute is repugnant to another the last enacted takes precedence.

A school district is a corporation authorized by the Constitution and created by the legislature. Said corporation has such powers as the statute gives to it and no others. The school board stand as the representatives of the corporation and their powers and duties are specified by law. In the following cases boards of education have discretionary power:

Discretionary Powers.

- As to the calling of special meetings.
- The kind of text-books to be used.
- The purchasing of books for indigent children.
- In expelling or suspending incorrigible pupils.
- In making reasonable rules for the external management of the school.
- In admitting to the schools of the district which they represent non-resident pupils whose parents do not pay taxes in the district.
- As to the number of teachers necessary to be employed to instruct the children of the district and whether such teachers shall be male or female, and in fixing the amount of wages.

Mandatory Powers and Duties.

The numbers given below indicate the section to which reference is made.

The board of education has authority to fill vacancies occurring on the board until the next annual meeting.

Every person elected to a school office is required to file his acceptance with the director within ten days after their election or appointment, accompanied by an affidavit that they are qualified voters, that their name appears on the assessment roll and that they are the owners in their own right of the property so assessed.

No act which the statute authorizes to be done by the district board is valid unless voted at a properly called meeting of the board.

The school board and that body only is authorized by the statute to vote money for teachers' wages, for incidental expenses and deficiencies of the preceding year.

The voters of the district are authorized to vote a tax for the following purposes: To build a schoolhouse, repairs, necessary appendages, library, transportation of pupils, and to pay for the service of any district officer.

School boards are authorized to hire such legally qualified teachers as may be necessary and are required to execute a proper contract with teachers so hired. No teacher has been legally hired until the contract is executed, nor can a teacher who does not hold a contract collect her pay from the district.

The school board is required to furnish a water supply for the school and open the school-house for public meetings unless directed by the voters not to open it.

The board is required to adopt a course of study and specify the studies to be pursued in their schools.

The board is required to fix the rate of tuition to be charged for non-residents.

The board, through the director, is required to make annual reports to the superintendent of public instruction giving such information as he may require.

No school officer can be personally interested in any way whatever in any contract with the district in which he may hold office.

The next question of interest is in regard to who are voters in a school meeting.

Necessary Qualifications.

The following qualifications are required of every person, male or female, who desire to vote on any question not involving the raising of money:

- Must be a citizen of the United States and at least twenty-one years of age.
- Must have resided in the district at least three months next preceding the school meeting.
- Must have property assessed for school taxes or be the parent or legal guardian of children included in the school census of the district.

To vote on questions involving the raising of money a person must have the qualifications required in (a) and (b) above and also have property assessed for school taxes in the district.

Contracts with Teachers.

In executing contract with a teacher it is not necessary that there be simultaneous signing by members of the board but as stated before, the teacher must be hired at a board meeting and the contract may be then and there executed, or executed properly at a later time. Said contract can only be for such period as covered by the certificate held by the teacher, that is, if the teacher holds a certificate expiring in March no board of education can execute a contract with such teacher before the opening of the school year for the entire school year but only until March. If a contract is executed covering a greater period than the period of the certificate said contract is void from the beginning. It should be remembered that a contract with a teacher binds both parties, the board of education and the teacher, and the teacher has the same right to hold the board to its agreements as has the board to hold the teacher to his agreement. Any teacher who resigns and leaves a district after having been properly hired, thus breaking the contract, is liable in damages to the district for whatever amount can be proven.

Position of Teacher Defined.

The teacher occupies a unique position and while to an extent a creature of the statute the same as the board of education, a teacher has powers not specified in the statute, as teachers existed long before the statutes were enacted and are therefore creatures of the common law and have such powers in addition to statutory powers as were allowed at the common law. For instance, the statute gives no power to a teacher to inflict corporal punishment but at the common law the teacher has this right and stood in the

place of the parent and had the same control over the child as had the parent, consequently all teachers in the State of Michigan stand in loco parentis to the child at school. No teacher has a right to inflict any cruel or unusual punishment. The teacher must observe the reasonable rules and regulations made by the board and report to the board at the end of the term whether the effects of alcohol and narcotics and the care and extension of communicable diseases have been properly taught in the school.

AMONG BOARDS OF EDUCATION.

Philadelphia. It developed recently that a little girl died as the result of the daily climbing of stairways of a high school building. Local physicians state that many small girls between the ages of twelve and fourteen are injured more by stair climbing than by hard study.

York City, Pa. The city school board has engaged expert accountants to install a system of accounts. The system will be so arranged that the secretary of the board can at any time render a statement of the finances of the board.

Topeka, Kans. The state board of health for Kansas recently issued an order that every school in that state must be fumigated before the opening of the fall term.

The Hamilton County, Ind., board of education has passed a resolution making it compulsory for every teacher in the county to pass a creditable examination in music before a license can be granted.

To be somebody in this great active world you must do something. The first step is to decide upon an avocation, and error in making this decision is frequently the cause of miserable failure and marks the reason why so many men fall, just short of success.—Frank L. Beggs, President Board of Education, Newark, O.

Chicago, Ill. Edward Tilden has been elected president of the board of education. The fight was the most exciting ever waged in the board. Forty ballots being taken before the successful candidate was able to muster the required majority.

The contest, began weeks before the meeting, and was most spirited. The teachers' federation took an open part in the fight but was defeated.

Cleveland, Ohio. The school board has fixed the salary of five truant officers at \$960 per year. The officers will be required to assist in making an appraisal of the school property of the city.

Piqua, O. The school board has adopted a resolution to employ only college graduates as instructors in the high school.

COST OF PRIVATE SCHOOLS.

The schools which I have built have all been private schools.

My latest school building has 15 class rooms and 5 recitation rooms, besides assembly room and gymnasium and several laboratories, etc., and is fireproof. This will cost \$0.38 per cubic foot. In 1903 I finished a school building of somewhat similar character, containing 9 class rooms and 5 recitation rooms and a great many special rooms. This cost \$0.30. In 1901 I finished a school having 26 class rooms and 9 recitation rooms and a number of special rooms which cost \$0.25. The estimates all include architect's commission.—Edgar A. Josselyn, Architect, New York City.

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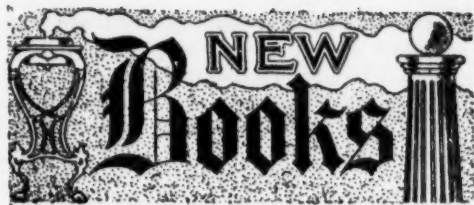
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Evening School Text Books.

Studies in English, 112 pages. Arithmetic, 117 pages. Reading and Language Lessons, 112 pages. By Wm. E. Chancellor. Price, each, 30 cents. American Book Company, New York, Chicago.

This series of books will fill a long felt want—namely text-books adapted in method and subject matter to the use of adult evening school students. They are the result of several years' experience in evening school work. The reading and language lessons, and studies in English are designed for the use of foreign as well as native born beginners and are intended to lead the student to talk freely at the beginning.

The arithmetic contains a thorough review of the fundamental operations and advanced instruction in fractions, denominate numbers, percentage, measurements, interest, etc. All the lessons are prepared with the greatest care as to their form and method, because most teachers of evening schools are employed during the daytime.

Daily Program of Gift and Occupation Work.

By Carolyn Bailey and Clara M. Lewis. 89 pages. Price, 50 cents. Milton Bradley Company, Springfield, Mass.

Kindergartens will receive scientific aid from these pages daintily bound in dull green and bright gilt. Here they will find a program of hand work for each day of the school year. Now, there are programs and programs; but these are based upon practical experience in public school work with large classes of children. To obtain data this experiment was made. Kindergarten trained children were given free use of such gifts and occupations as are usually found in the kindergarten equipment. Careful records were kept of: (1) Materials most frequently chosen; (2) mental states, as concentration, imagination, invention, aroused by the use of these materials; (3) signs of fatigue after the use of certain of the gifts and occupations. A clearer insight was thus obtained, and this program is an attempt to meet these needs. The child's home life has formed the basal idea of both general directions and daily details.

The fourteen full-page illustrations are photographs of children's work. Results in the form of pictures. One lingers over the story lists and wishes to read again these great truths, clothed in the garb of fancy. This phrase in the preface, "it is hoped these outlines may be used only as suggestions," expresses the spirit of this effort. Room is left for adaption to conditions and play of individuality.

Summer.

All the Year Round Series. By Frances L. Strong and M. A. L. Lane. 12mo., cloth. 99 pages, illustrated. List price, 30 cents; mailing price, 35 cents. Ginn & Company, Boston, Chicago.

This little volume is the fourth book of a series describing the four seasons. It is made up of verse and stories descriptive of summer plants, birds and insects familiar to children. The purpose of the book is to stimulate the thought, enlarge the vocabulary and open the eyes of the children to the wonderful world around them.

The Principles of Rhetoric.

With Constructive and Critical Work in Composition. By Elizabeth H. Spalding, A. B., Pratt Institute, Brooklyn. Author of "The Problem of Elementary Composition," and "The Language Speller." 275 pages. Price, 90 cents.

This book is composed of material gathered by the author during years of teaching rhetoric. The chief characteristics of the work are:

1. The presentation of the principles of rhetoric in a clear and concise manner, and the careful graduation of the work to meet the increasing skill of the pupil.
2. A definiteness of treatment that is refreshing and that will make clear to the pupil what he is to do and how he is to do it—a long step toward satisfactory results.
3. Excellent critical and reconstructive work, much of which is based upon student material culled from classroom exercises.
4. The direct aid to preparation for college which is afforded by utilizing the college requirements among the exercises.
5. The sufficient breadth and flexibility given by the wide range of illustrative material taken from the master-pieces of standard authors.
6. Its eminently teachable qualities and the fact that it is complete in itself without manual, key or aid of any sort.

A valuable appendix on the correlation of English and Library work in secondary schools is given.

Plane and Spherical Trigonometry.

By P. A. Lambert, Assistant Professor of Mathematics, Lehigh University and H. A. Foering, Head Master of Bethlehem Preparatory School. 104 pages. The Macmillan Company, New York, Boston, Chicago. Geo. Brumder Book Dept., Milwaukee.

This text-book in trigonometry aims to develop in the student the ability to think out and apply the relations between the trigonometric functions. The student is taught from the start that trigonometry demands reasoning rather than memorizing.

Logarithmic tables are omitted from the book as the authors deem the use of separate tables more advantageous to the student. Numerous problems are given. For advanced high school and college use the book is excellent.

Butterflies and Bees. By Margaret W. Morley. 12mo., cloth, 267 pages, illustrated. List price, 60 cents; mailing price, 70 cents. Ginn & Company, Boston, New York, Chicago.

This little volume is descriptive of butterflies, bees and other insects. It is addressed to children of eight to eleven years of age and is suitable for supplementary reading in the lower grades. The numerous illustrations are reproduced from the author's own drawings. The book forms a valuable addition to Ginn & Company's list of nature study books.

Machiavelli and the Modern State.

By Louis Dyer, formerly Assistant Professor in Harvard University and some time Taylorian Scholar (Italian) of the University of Oxford. 12mo., cloth, xix+163 pp. List price, \$1.00; mailing price, \$1.10. Ginn & Company, Boston, New York, Chicago.

Machiavelli has had his apologists and will have them; but the obloquy attaching to his name on account of his notorious work "Il Principe," cannot be effaced by the efforts of those who see in him the "ardent republican" and the "friend of liberty." Macaulay, speaking of the above mentioned work, says that in it "principles which the most hardened ruffian would scarcely hint to his most trusted accomplice, or avow, without the disguise of some palliating sophism, even to his own mind, are professed without the slightest circumlocution, and assumed as the fundamental axioms of all political science."

Macaulay saw, however, in the surroundings of Machiavelli and the national influences to which he was subjected some excuse for the latter in permitting such dishonesty and general depravity as he does to the ruler of the state.

The volume "Machiavelli and the Modern State" further wards off harsh judgment against the character of the much condemned Italian statesman on the hypothesis that the latter is not to be judged by the word "Il Principe" alone, but by his writings taken as a whole. Machiavelli, it holds, was in framing his conception of the modern state unconsciously at the mercy of contemporary events and exceptionally susceptible to the influence of living actors in the political drama of his day. In the first chapter we note how personal contact with Caesar Borgia first awakened Machiavelli's mind and taught him to think clearly. In the closing chapter the rakishness of Machiavelli is shown to have been largely a pose, resorted to in correspondence with men of the world. The "Florentine History" is often cited to qualify or correct statements based solely on passages from "Il Principe;" so also the "Discourses on Livy" serve to round out Machiavelli's conception of the modern state. His private letters and public dispatches are also freely resorted to.

The gist of the whole volume is that Machiavelli should not be taken piecemeal, and that students should especially avoid judging him solely by his best-known work "Il Principe." Macaulay, however, takes a different view. He says, in the same essay, before quoted, in all the writings which he gave to the public, and in all those which the research of editors has, in the course of three centuries, discovered, in his Comedies, designed for the entertainment of the multitude, in his comments on Livy, intended for the perusal of the most enthusiastic patriots of Florence, in his History, inscribed to one of the most amiable and estimable of the Popes, in his public dispatches, in his private memoranda, the same obliquity of moral principles for which The Prince is so severely censured is more or less discernable."

Books Received.

Scott's Quentin Durward. Edited with Introduction and Notes by Arthur Llewellyn Eno, A. M. (Harvard), Instructor of English in the University of Illinois. 529 pp. Price, 50 cents. The Macmillan Co., New York, Chicago.

The Story of the Iliad. By the Rev. Alfred J. Church, M. A., lately Professor of Latin in University College, London. Edited for school use. 221 pp. Price, 25 cents. The Macmillan Company, New York, Chicago.

The Story of the Odyssey. By the Rev. Alfred J. Church, M. A., lately Professor of Latin in University College, London. Edited for School Use. 232 pp. Price, 25 cents. The Macmillan Co., New York, Chicago.

Heroes and Hero-Worship, and the Heroic in History. By Thomas Carlyle. Edited with Notes and Introduction by Mrs. Annie Russell Marble, A. M., 417 pp. Price, 50 cents. The Macmillan Co., New York, Chicago.

Plane and Spherical Trigonometry. By P. A. Lambert, Assistant Professor of Mathematics, Lehigh University, and H. A. Foering, Head Master of Bethlehem Preparatory School. 104 pp. The Macmillan Company, New York, Boston, Chicago. George Brumder Book Department, Milwaukee.

Children of the Cliff. By Belle Wiley and Grace Willard Edick. 81 pp. D. Appleton & Company, New York, Chicago.

Specimen Letters. Edited by Albert S. Cook, Professor of the English Language and Literature in Yale University, and Allen R. Benham, Fellow in English of Yale University. 12mo., cloth, 156 pp. List price, 60 cents; mailing price, 65 cents. Ginn & Company, Boston, New York, Chicago.

Student's American History. Revised Edition. By David H. Montgomery. Author of "The Leading Facts of History Series." 12mo., cloth, 612+ivii pp. Illustrated. List price, \$1.40; mailing price, \$1.60. Ginn & Company, Boston, New York, Chicago.

The Children's Poet. By Lillie Farris, Critic Teacher Ohio Teachers' College, Athens, Ohio. 51 pp. Price, 10 cents. F. A. Owen Publishing Company, Danville, N. Y.

Little Workers and What They Work With. By Annie Chase. 31 pp. Price, 5 cents. F. A. Owen Publishing Company, Danville, N. Y.

(Concluded on subsequent pages.)



THE EQUITABLE MUSIC COURSE.

They tell a good story on Robert Foresman, manager of the music department of Silver, Burdett & Co.

Robert took the notion a few years ago that he wanted to try life insurance work. He had heard something about the fabulous sums of money earned by insurance agents and he concluded that, while the career of a bookman was a noble one, it would pay better to become an insurance magnate.

Robert had no difficulty in securing a position at \$10,000 a year with the Equitable Life Insurance Co. and to find himself transplanted soon after to an office in one of the big skyscrapers of New York City.

But he did find difficulty in grappling with the intricacies of insurance. His system was still full of music. He had spent several years in preparing the splendid music course published by Silver, Burdett & Co. He dreamed music, ate music, talked music—in fact his whole being was permeated with the sweet strains of school room music.

One day Richard Hardy, who was formerly connected with the Prang Educational Company, happened into the great insurance building and into Foresman's particular sanctum and found the whilom bookman deeply pouring over a bundle of manuscript, apparently unconscious of his immediate surroundings.

"Robert! what the devil are you doing?" asked Hardy.

Foresman, as if awakened from a dream, stammered:

"Why, er—I—have just completed a new music course—the so-called Equitable Music Course."

"But, gracious man!" exclaimed Hardy, "you are working for an insurance company, not an educational publishing house. The Equitable expects you to write policies, not music."

And Robert slowly but steadily came to the realization that insurance was not his mission in life. He resigned and became the manager of the music department of Silver, Burdett & Co., in which capacity he has since attained eminent success.



JAMES F. McCULLOUGH,
With Silver, Burdett & Co., Chicago, Ill.

McCULLOUGH COMES BACK.

A few years ago Mr. J. F. McCullough, who had won a reputation as a bookman in the western field, threw his traveling grip upon a shelf, remained at home and opened a teachers' agency.

He was successful in his new undertaking, but there were moments when he longed to get back into active book work again. Consequently he returned once more to his former calling and accepted a position with Silver, Burdett & Co., in their music department.

Mr. Robert Foresman who is the manager of the music department is to be congratulated in securing Mr. McCullough. The latter always had been inclined towards music work in the educational field and has in the past shown exceptional talent and adaptability in that direction. In fact he is regarded as the strongest bookman on the subject.

The McCullough Teachers' Agency will be continued under a manager.

Mr. McCullough will be welcomed back into the field by all who ever came into contact with him. We wish him success and feel certain that he will attain it.

BILL OF FARE HONORS.

The Ohio schoolmasters are known proverbially as the jolliest of their profession in the land. They never overlook the social side and while they are serious workers they relish a practical joke during the hours of recreation.

At the June meeting of the Ohio State Teachers' Association held at Put-in-Bay Island, the bill of fare bore the name of popular bookmen under delicacies mentioned.

For instance, "Fumet of Game, Chevalier, (Rowland)," "Consomme, Royal (Richardson)," "Frozen Peaches (Stevens and McCoy)," "Bartlett Pears (Robinson and Kershner)," "Stuffed Dates (a la Joe Harlor)," "Young Beets (Eagleson and Porter)."

The front cover page of the bill of fare bore the following poem:

The teacher sits behind her desk,
She taps the lid and waits.
The bell has rung. The children now
Must take their books and slates.

Their cheeks are red; they pant from play,
And move their feet about,
It takes some time to quiet down
And hunt the lessons out.

TROUSERLESS BOOKMEN.

The recent text-book contest at Brookfield, Mo., brought together fourteen representatives of educational publishing houses. The contest extended over several days one of which was a Sunday. The balance of the story is told by a local newspaper:

"Agents representing great educational establishments that print school books always attend church in the towns in which they are acting as beacon lights of education, partly from the fact that it looks well for public educators to manifest an interest in church matters.

"They all recognize the fact that they look better with creased trousers so the entire brigade on Saturday night secured the services of a messenger to carry fourteen pair of trousers to a tailor to be pressed. They were to be returned Sunday morning at 7:30.

"Sunday dawned bright and clear, an ideal day for going to church. The clock struck the single note marking the half hour after seven, but no trousers.

"The clock struck eight, it struck nine, it struck ten—and no trousers. There was consternation in camp. No breakfast, no church, no trousers.

"One young man discovered a bath robe and wrapped it around his manly form like an an-

cient senatorial toga, but his courage failed him when the test of appearing in society in that sort of toggery confronted him.

"Someone had blundered. Either the messenger or someone else had forgotten all about the matter and had gone hence on other matters and pleasures bent. Other messengers were dispatched in hot haste, but the hands on the "dial of time" pointed to 11:30 before a single pair of those rather necessary articles of apparel made their appearance, and it is intimated that all those creased trousers did not put in an appearance until Monday morning.

"Such little accidents and oversights will happen occasionally, and this event had no tendency towards dampening the ardor of the text-book brigade."

BOOKMEN.

Mr. Ed. Ravenbyrne, the well known representative of D. C. Heath & Co., mourns the loss of his good wife who died on July 19th. Mr. Ravenbyrne has the heartfelt sympathies of his friends, including the School Board Journal, in the hour of his bereavement and sorrow.

H. C. Hill has retired from the agency service of Charles Scribner's Sons.

Manager Wm. S. Mack of the Prang Educational Company will seek the Northern pine country to rid himself of the hay fever.

James Dorland, the popular Kentucky agent for the American Book Co., has recently been doing field work in Ohio.

Myers & Fishel have sold their list of books to Maynard, Merrill & Co., New York City.

Lizzie E. Wooster, the author of several text-books now published by Crane & Co., of Topeka, Kansas, has established herself at 228 Wabash Avenue, Chicago, under the firm name of Wooster & Co. Her suit against Crane & Co., for the recovery of her list of books is still pending in the courts.

WRONG SORT.

Perhaps Plain Old Meat, Potatoes and Bread
May Be Against You for a Time.

A change to the right kind of food can lift one from a sick bed. A lady in Wellen, Ill., says:

"Last Spring I became bed-fast with severe stomach trouble, accompanied by sick headache. I got worse and worse until I became so low I could scarcely retain any food at all, although I tried every kind. I had become completely discouraged, had given up all hope and thought I was doomed to starve to death, till one day my husband trying to find something I could retain brought home some Grape-Nuts.

"To my surprise the food agreed with me, digested perfectly and without distress. I began to gain strength at once, my flesh (which had been flabby) grew firmer, my health improved in every way and every day, and in a very few weeks I gained 20 pounds in weight. I liked Grape-Nuts so well that for 4 months I ate no other food, and always felt as well satisfied after eating as if I had sat down to a fine banquet.

"I had not return of the miserable sick stomach nor of the headaches, that I used to have when I ate other food. I am now a well woman, doing all my own work again, and feel that life is worth living.

"Grape-Nuts food had been a god-send to my family; it surely saved my life and my two little boys have thriven on it wonderfully." Name given by Postum Co., Battle Creek, Mich.

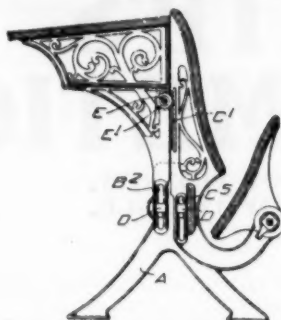
There's a reason.

Get the little book, "The Road to Wellville," in each pkg.



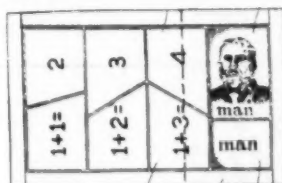
SUPPLIES AND FURNITURE

Recent Patents Granted.
ADJUSTABLE SCHOOL DESK AND SEAT.—Alton A. Lytle, Grand Rapids, Mich.



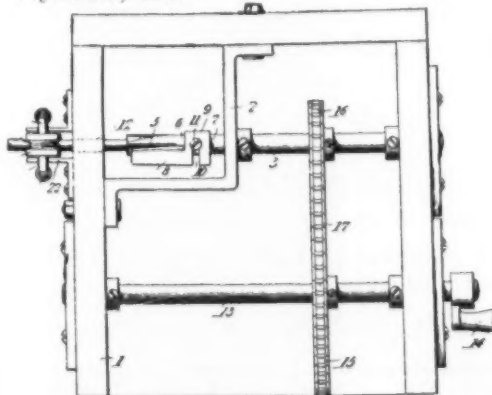
An adjustable desk and chair, comprising supporting standards; a vertically-adjustable desk-standard mounted on said supporting standards; a vertically-adjustable chair-standard mounted on said supporting standards; coacting means for adjusting both said adjustable standards, a portion of which is mounted on one of said adjustable standards, and the other portion of which is mounted on the other of said adjustable standards; means whereby either of said adjustable standards may be adjusted from the other; and means for clamping both said adjustable standards independently of the other.

EDUCATIONAL APPLIANCE.—Thomas E. Thompson, Leominster, Mass.



An educational appliance comprising a holder having opposed parallel walls forming the sides of a block receiving-space of uniform width, a series of blocks of uniform length adapted, when properly assembled, to fit within said space, each block being divided into complementary sections which are complementally designated, the relative proportions of the sections differing in each block from other blocks of the series, a correct assemblage of the blocks being determined by the length of the sections, whereby a block of standard length fitting the space between said walls can be formed only by the assemblage of complementally-designated sections.

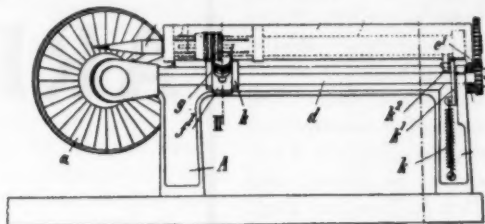
PENCIL-SHARPENING MACHINE.—James A. Jones, Plymouth, Ind.



A pencil-sharpening machine, having a rotatable mandrel, which is provided in one end with a conical pencil-receiving socket, the socketed portion of the mandrel being externally cut away to produce a longitudinal slot in one wall of the

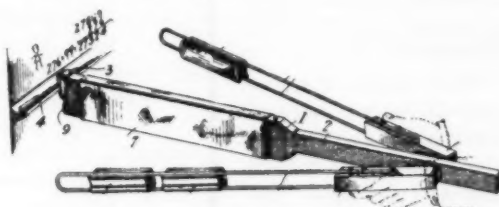
socket and form a flat seat beyond the inner end of the socket and terminating at its inner end in a shoulder, a knife-blade disposed at one edge of the slot in the socket and provided with a transverse shank applied to the seat and abutted against the shoulder and also provided with a slot in said shank disposed transversely of the mandrel, and a fastening passed through the slot of the shank and engaging the mandrel to adjustably fasten the knife thereto.

APPARATUS FOR SHARPENING PENCILS OR THE LIKE. Heinrich F. Hambruch, Hamburg, Germany.



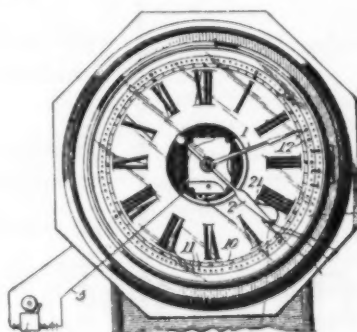
In a pencil-sharpener, the combination and a supporting-frame, and a rotary cutter vertically mounted thereon, of a shaft journaled in the frame in gear with the cutter, a pencil-support pivoted on the shaft, means for vertically adjusting one end of the support, a holder mounted in the support in gear with the shaft, and a spring connected to the frame and pencil-support for holding the latter in or out of operative position.

BLACKBOARD-ERASER CLEANER.—David S. Aushman, Zion City, Ill.



In a device of the class described, the combination with a supporting member having a collecting-chamber provided with reticulated walls, of a pair of operating blocks pivotally connected respectively with opposite sides of the support, and a pair of eraser-holding guides carried respectively by the blocks and each comprising a pair of parallel spaced members designed to receive the eraser between them.

PROGRAM CLOCK.—Cleburne L. Hayes, Lebanon, Tenn.



In combination, a timing mechanism including an hour-hand formed of conducting material and included in an alarm-circuit, a contact formed rigid with the hand and revolving therewith, a block pivotally mounted near the outer end of the hand, a circuit-closing lever carried by but insulated from the block, said lever having one of its ends normally engaging the rigid contact, a spring of which one end is secured to the hand and the opposite end to the block, said spring serving to maintain the lever in contact-engaging position, a ring or support forming the second terminal of the circuit and disposed concentric with the axis of movement of the hand, said ring being provided with a

plurality of openings, and a contact-pin adjustable to any one of the openings and serving when engaged with a circuit-closing lever to move the latter from engagement with the stationary contact.

EDUCATIONAL APPLIANCES. James H. Prosser, Mahanoy City, Pa.



In educational apparatus, the combination with a frame having a single open sight-space therein, of winding-rollers journaled on the frame, a guide-roller located in spaced relation to one of the winding-rollers, a belt having its terminal portions wrapped upon the winding-rollers and having its intermediate portions movable over the guide-roller, said belt having portions of its opposite faces simultaneously displayed at one side of the frame in said single sight-space and substantially filling the same, said displayed portions being located directly adjacent to each other, and one of said displayed portions being extended, a column of words located on the side of the belt having the extended portion, a plurality of said words being simultaneously displayed on said exposed portion, and pictorial illustrations of said words located on the opposite side of the belt and successively displayed simultaneously with the words on the other exposed portion of the belt.

Concluded on subsequent pages.

A SPOON SHAKER.
Straight from Coffeedom.

Coffee can marshal a good squadron of enemies and some very hard ones to overcome. A lady in Florida writes:

"I have always been very fond of good coffee, and for years drank it at least three times a day. At last, however, I found that it was injuring me.

"I became bilious, subject to frequent and violent headaches, and so very nervous, that I could not lift a spoon to my mouth without spilling a part of its contents; my heart got 'rickety' and beat so fast and so hard that I could scarcely breathe, while my skin got thick and dingy, with yellow blotches on my face, caused by the condition of my liver and blood. I made up my mind that all these afflictions came from the coffee, and I determined to experiment and see.

"So I quit coffee and got a package of Postum which furnished my hot morning beverage. After a little time I was rewarded by a complete restoration of my health in every respect. I do not suffer from biliousness any more, my headaches have disappeared, my nerves are as steady as could be desired, my heart beats regularly and my complexion has cleared up beautifully—the blotches have been wiped out and it is such a pleasure to be well again." Name given by Postum Co., Battle Creek, Mich.

There's a reason.



East St. Louis, Ill. Adopted: Reed's Primary Speller, Reed & Kellogg's Language and Grammar series.

St. Louis, Mo. Fabulae Faciles, published by Longmans, Green & Co., and Goethe's Herman & Dorothea, published by D. C. Heath & Co., adopted for high school use.

Ithaca, N. Y. Ginn & Co.'s Medial Writing Books adopted.

The Mississippi Text-Book Commission has recently adopted for exclusive use for five years, Frye's Geographies, Mother Tongue, Book I, and Agriculture for Beginners, all published by Ginn & Co.

Omaha, Neb. Keyser & Mortesser's Brief German course, Allen & Greenough's Select Orations and Letters and D'Ooge's Latin Composition, Parts II and III, adopted for high school use.

Racine, Wis. Mace's School History of the United States adopted for the seventh and eighth grades; Gordy's Leaders and Heroes for the sixth, Moore and Miner's Accounting and Business Practice for the High School.

At the unanimous request of the Board of Supervisors of the City of Boston, the School Board has adopted Tappan's Short History of England's Literature as the regular text book in English Literature for all the High and Latin schools of the city.

Youngstown, O. Jones' readers adopted for supplementary use.

Cheboygan, Mich. Wells' Essentials of Geometry, Botsford's Ancient History, Myers' Mediaeval and Modern History, Taylor's Elements of Algebra, Tarr's New Physical Geography, Smith's Three-Book Course in Arithmetic, and the Webster-Cooley Language Series adopted.

Toledo, O. The board received 34,355 new text books for the schools. The new books are: 13,000 White's arithmetic, 1,100 dozen copy books, 6,000 supplementary readers, 800 music books, 875 Harkness' grammars, 800 Cyr's readers, 200 White's oral lessons in numbers, 400 New Century readers and 20 Copies of White's Greek Book; 8,000 copies of Allen & Hawkins' English.

Findlay, O. Adopted the Harmonic Music Primer for third grade.

Milwaukee, Wis. The text-book committee has recommended Durell's Essentials of Geometry published by Maynard, Merrill & Co., in place of Phillips & Fisher's Geometry, published by the American Book Co.

Scranton, Pa. The Normal Music System published by Silver, Burdett & Co. was re-adopted. The Harmonic System published by the American Book Co. contested the adoption but was defeated.

Chicago. Adopted Gilbert & Brigham's Physical Geography published by D. Appleton & Co.

Parker Simmons, who was at the head of the supply department of the Board of Education, New York City, has purchased the business of A. Lovell & Co.

Minneapolis, Minn. Spencerian slant penmanship has been adopted to replace the vertical.

Elgin, Ill. The Board of Education has adopted the following books: Text Books of Art Education, Prang Educational Co.; Food and Its Function; Reed's Primary Speller.

Avoca, Pa. Text-books have been selected for the next three years as follows: Wentworth's Plane geometry, Myers' General history, Jones' readers, Smith's arithmetics, Mother Tongue language books, Frye's geographies, Wentworth's algebra, Montgomery's American history, Harne's speller, Boynton's civics, Medial writing books.

Toledo, Ohio. The Board of Education has adopted White's First Lessons in Greek and Allen & Hawkins' English book, both published by D. C. Heath & Co., Harkness' Latin grammar, Practical modified slant writing system and White's arithmetic, also adopted.

Jackson, Miss. The state text-book depositors, Davidson & Wardlaw, have petitioned the state railroad commission to grant them a special rate on book shipments.

New books for the schools must be sent to Jackson, and from there to the different towns of the state. The old books which are replaced must be shipped to Jackson and then to Chicago, New York or Boston.

Baltimore, Md. "Maryland Stories," a story history of Maryland, by L. Magruder Passano, has been adopted by the Baltimore Board of Education.

Columbus, Ohio. The Prang Text-books of Art Education have been adopted for use in the fourth, fifth and sixth grades.

Lima, Ohio. Hart's Essentials in American History adopted for high school use.

Jackson, Miss. Messrs. Davidson and Wardlaw, the State school book depositors appointed by the publishers whose books were recently adopted by the uniform text book commission for use in the public schools of Mississippi during the next five years, are now engaged in making shipments to the various county agencies, preparatory to the opening of the next scholastic term.

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Heath's first, readers; Cyr' and sixth r Primer, book Primer and b Hart's Sou "Camps and Our Grandf Civil War."

Pioneer H and Sea," "Pioneers of West."

Arithmetic and standar Stone's book

Grammar course, book guage Throu

Geographic three. Suppl ica, South A tralia; "How Clothed."

History—I tal—Doub's Spelling— two.

Physiology Jegi's "Pract King and H Agricultu

Drawing— two; Augbu one, two, th

Music—M and second school book

Writing— three, four, System—Bu

Literature sies.

Algebra, V Body; And Well's Plai

Farr's. Geography Language

Latin—F year, Green prose compo

Tacoma, Wash. The board of education of Pierce county has selected the following text-books for five years' use:

Readers—Bass' Beginner's reader; Bass' first reader. Baldwin's first, second, and third readers. Stepping Stones to Literature—Fourth, fifth, sixth and seventh readers.

Supplementary Readers—Heath's primer. Heath's first, second, third, fourth, fifth, sixth readers; Cyr's first, second, third, fourth, fifth, and sixth readers. Art Literature Reader Primer, book 1 and 2. The Folk-Lore Reader—Primer and book one.

Hart's Source Readers—Colonial Children, "Camps and Fireside of the Revolution," "How Our Grandfathers Lived," "Romance of the Civil War."

Pioneer History Stories—"Pioneers on Land and Sea," "Pioneers of the Mississippi Valley," "Pioneers of the Rocky Mountains and the West."

Arithmetics—Milne's primary, intermediate and standard. Supplemental—Southworth & Stone's book one, two and three.

Grammar and Language—Hyde's two-book course, book one and two. Supplemental—Language Through Nature, Literature and Art.

Geographies—Dodge's, book one, two and three. Supplemental—Carpenter's North America, South America, Europe, Asia, Africa, Australia; "How We Are Fed," "How We Are Clothed."

History—Mace's U. S. History. Supplemental—Doub's U. S. History.

Spelling—Chancellor's speller, book one and two.

Physiology—Blaisdell's "How to Keep Well," Jegi's "Practical Lessons." Supplemental—"The King and His Wonderful Castle."

Agriculture—"Agriculture for Beginners."

Drawing—Augsburg's drawing books, one and two; Augsburg's graded practice tablets, books one, two, three, four, five, six, seven and eight.

Music—Modern Music Series, primer, first and second book, alternate third book, common school book of vocal music.

Writing—The Morse system, books one, two, three, four, five and six. The Normal Review System—Business forms, social forms.

Literature—Literary readings, standard classics.

Algebra, Wells'; Physiology, Martin's Human Body; Ancient History, Myers'; Geometry, Well's Plain Geometry; Physical Geography, Farr's.

Geography of Commerce—Fratter's.

Language (Mother Tongue)—Book three.

Latin—First year, Collar & Daniel's; second year, Greenough, D'Ooge; grammar, Bennett's; prose composition, Bennett's.

St. Joseph, Mo. A number of changes in text-books have been made by the School Board. Following are the new books to be used: Allen & Hawkins' Language Lessons, Progressive Speller, White's Oral Arithmetic, Sorelle & Kitt's Words, and Gano's Commercial Law.

Columbus, O. Overton's Applied Physiology recommended for adoption.

Springfield, Ill. Blaisdell's Physiology and "Animal Studies" adopted for high school use.

Kenmore, N. Y. The Board of Education has introduced the free text-book system and has purchased from the school patrons all books in usable condition.

Mr. Benj. H. Sanborn, president of Benj. H. Sanborn & Co., recently pointed out that the Southworth-Stone arithmetics have in one year and a half proven the most popular text-books published in the United States. "The aggregate population that has adopted them is over 10,000,000," he said. "They have been used for the past year in many of the schools of New York City, exclusively in the City of Chicago, and have just been adopted for exclusive use in the schools of St. Louis. Their adoption in the latter cities was with the approval of Supt. Soldan of St. Louis and Cooley of Chicago, two of the ablest and fairest school officials in this country."

Zanesville, O. Caesar's Gallic has been selected for Latin reading in the junior class. Johnson's history of English and American literature also adopted.

Lowell, Mass. Tappan's Our Country's Story has just been adopted as a regular text book in all the sixth grades of the city. Over sixty Massachusetts cities and towns are now using this as an elementary book.

Joplin, Mo. The following text book adop-

FAMOUS MEN of Greece, Rome and Middle Ages

These Biographies of Famous Men are historical stories and are told in a way to attract and hold the child's interest. They have been prepared to meet the recommendations of the Committee of Ten and the Committee of Fifteen, and the practice of the best schools, and are preparatory for the later formal study of history. Three things are notable concerning the books:—

1. The simple style of the language, which adapts them to the third and fourth reader grades.
2. These stories are arranged in chronological order and are connected so that, together, they make complete histories of the times.
3. The illustrations present the most complete collection of photographs of historical paintings ever published.

By using these books as supplemental readers and making the stories the basis for conversation and composition work the pupils will be able, by the time they reach United States History, to recognize its proper historic relation to the world's history.

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tions have been made by the school board: Larned's History of England, Adams & Trent's American History, Peter's Chemistry and Laboratory Manual, Cook & Cropsey's Advanced Arithmetic, Quincy's Word Book.

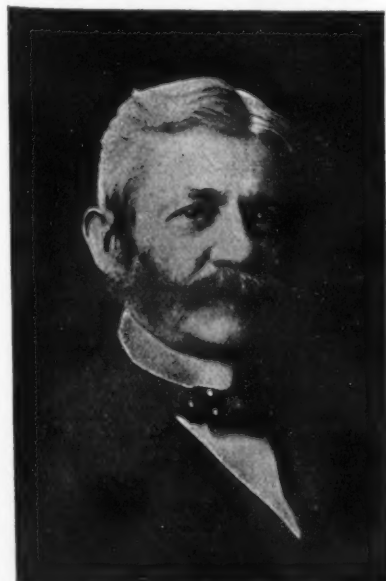
Akron, O. The following text books have been adopted by the Board of Education: Harkness' Latin grammar, D'Ooge's Latin composition, Schwinn & Stevenson's Civil Government, Jordan, Heath & Kellogg's Chemistry, Knapp's Virgil, Well's Algebra.

California. By State Board, Cyr's Readers for four years.

Wheeler Primer adopted in Oregon, Utah, Texas, Georgia, Virginia, Louisiana and Mississippi.

Miss Calmerton, the author, has just been elected primary supervisor of Fort Wayne, Ind., schools.

Concluded on page 27.



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ALABAMA.

Geneva—Two-story school to be erected. Slocumb—To erect school.

ARKANSAS.

Clarendon—Plans completed for erection of 2-story, 10-room school by Archts. Gibb & Sanders, Little Rock. Berryville—\$10,000 school is being erected. Sulphur—Decided to erect \$6,000 school. Green Forest—To rebuild school destroyed by fire.

COLORADO.

Fowler—Have completed erection of \$12,000 school.

CONNECTICUT.

Waterbury—Have accepted plans of Archt. Leonard Asheim for addition to the Park Road school. Hartford—Addition to be erected to Northwest school planned by Archt. W. D. Johnson.

FLORIDA.

Tallahassee—Plans preparing by Archts. Edwards & Walter, Columbia, S. C., for erection of 12-room school. Winter Garden—Site selected for erection of school. Marianna—Voted to erect school.

GEORGIA.

Dublin—Two-story, 8-room school to be erected on Johnson street; Archt. Geo. C. Thompson. Adel—Plans by Archt. W. B. Talley, Lakeland, Fla., for erection of school. North Highlands—School to be erected.

IDAHO.

Boise—Work has commenced on the new Ressegule school to be erected on Ninth street, between Ada and Sherman.

ILLINOIS.

Peoria—School to be erected at Reservoir Heights. Varna—Two-story, 4-room school to be erected according to plans of Archt. Herbert Edmund Hewitt, Peoria. Evanston—Plans completed for new Dewey school by Archts. Phillips, Rogers & Woodyatt, Chicago. Bloomington—Bell street site selected for erection of new Emerson school. Springfield—High school is being improved. Benton—Architect Royer, Urbana, to draw plans for erection of \$20,000 school. Champaign—The new Columbian school and the high school are nearing completion. Gridley—School to be erected. Hudson—Voted to erect school. Fisher—School is being erected in the Bell district. Philo—Parochial school will be erected. Randolph—School is nearly completed. Highland—School No. 137 is being erected. Virginia—High school is being improved.

INDIANA.

Atkinson—School to be erected. River Park—To issue \$5,000 in bonds for erection of 4-room school. Boxtown—Will erect school.

IOWA.

Bloomfield—School to be erected in sub-district No. 8, Cleveland twp. Glenwood—School to be erected in Dist. No. 3, Center twp. Garner—School to be erected. Lyons—Plans prepared for 2-story, \$40,000 high school by Archts. Temple, Burrows & McLane, Davenport. Logan—\$30,000 school to be erected according to plans of Archts. Proudfoot & Bird, Des Moines. Clinton—Plans have been drawn for \$4,000 school. Waterloo—Two schools costing \$25,000 have been completed. Taylor—Will erect school. Garfield—School to be erected. Davenport—High school is under construction. East Buffalo—Work on erection of school commenced. Dubuque—Work on erection of three schools has commenced. Grand Mound—District No. 8 to erect school. James—School in the Woolworth school district is being erected.

KANSAS.

Larned—Plans prepared by Archt. F. M. Anderson, Iola, for erection of 2-story, 8-room school.

KENTUCKY.

Louisville—Plans for addition to school at 9th and Magazine streets by Archt. C. A. Curtin. Frankfort—Plans prepared by Archt. Leo L. Oberwarth for erection of \$20,000 high school.

LOUISIANA.

Donaldsonville—Competitive plans are being prepared for erection of proposed high school.

MARYLAND.

Havre de Grace—Three-story addition to be erected to high school; W. L. Plack, Archt., Philadelphia, Pa.

Salisbury—Erection of high school almost completed.

MICHIGAN.

Grindstone City—Archts. White & Hussey, Lansing, Mich., have prepared plans for 2-story school. Erie—Two-story school to be erected. Linden—Engaged Archt. Fred Slover to draw plans for an addition to the school. Brighton—Voted to issue \$2,500 in bonds for erection of school. St. Clair Heights—Plans prepared for enlarging school by Archt. Jos. E. Mills, Detroit; cost \$5,000. Flat Rock—Plans being prepared by Archt. H. C. Delbridge, Wyandotte, for erection of school. Whitmore Lake—Will erect school. Western Kalamazoo—\$60,000 normal school almost completed.

MINNESOTA.

Tower—Acht. E. S. Radcliffe, Duluth, has plans for erection of school. St. Paul—Two-story addition to be erected to St. Frances De Sales school to cost \$7,000; Archt. Herman Kretz. Minneapolis—Plans for two-story, 8-room parochial school are being prepared by Archts. Boehme & Cordella; cost \$35,000. Triumph—School to be erected in District No. 62. Orleans—School to be erected. Hinckley—Are erecting school. Duluth—Site purchased for erection of school at the corner of Sixth street and First avenue, east.

MISSISSIPPI.

Laurel—\$20,000 high school to be erected. Eupira—Voted to issue \$10,000 in bonds for erection of school.

MISSOURI.

Kansas City—Acht. Chas. A. Smith will prepare plans for six schools to cost \$15,000 to \$50,000 each. Nevada—School to be erected. Pilot Grove—Voted for bonds to be issued for erection of school. Fulton—School to be erected. St. Louis—Acht. Wm. M. Abesser has plans for erection of school in township No. 44, school district No. 1, St. Louis county.

MONTANA.

Glendive—Plans of Archt. J. G. Link, Butte, were accepted for erection of school.

NEBRASKA.

Palmyra—Work has commenced on erection of school; cost \$7,000.

NEW HAMPSHIRE.

Concord—To select plans for erection of high school.

NEW YORK.

Scho—Voted to expend \$10,000 for erection of school. Lowman—School is being erected according to plans of Archts. Pierce & Bickford, Elmira, N. Y. Albany—Decided to erect parochial school on Orange street. Stafford—Plans by Archt. H. W. Homelius, Batavia, for erection of school. Palmyra—\$12,000 addition to be erected to the Union and high school; plans to be submitted. Dexter—Voted to build \$8,000 school; Archt. David Kieff, Watertown, submitted plans. Little Valley—Voted to erect \$12,000 annex to high school. Great Valley—Acht. S. A. Reynolds, Olean, is preparing plans for erection of school for the village of Killbuck to be known as the Great Valley high school; cost, \$15,000. New York—\$400,000 appropriated for purchase of sites. Also plans approved for erection of school at 147th street, between Seventh and Eighth avenues. Lynbrook, L. I.—To prepare plans for erection of 4-room, \$8,000 addition to school. Hornellsville—Addition to be erected to the Irving school. Newfane—\$5,000 school is being erected.

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KANSAS CITY

Albion—Plans submitted by Archt. Joroloman for erection of \$75,000 high school.

NORTH CAROLINA.

Raleigh—Five schools to be erected in Wake county. Charlotte—Archts. Wheeler, Runge & Dickey to furnish plans for erection of school at Newton.

NORTH DAKOTA.

Washburn—Two schools to be erected in Strawberry Lake school district No. 27. Glasston—School to be erected in District No. 53. Minot—Plans completed by Archt. Jos. Bell DeRemer, Grand Forks, for erection of high school. Bismarck—Two-story parochial school to be erected; cost \$10,000.

OHIO.

Cleveland—Plans completed for erection of parochial school on Columbus nr. Pearl street; H. A. Cone, Archt. Columbus—Two 4-room annexes, one to the Northwood school and one to the 8th avenue school, will be erected according to plans of Archt. David Riebel. Kalida—Archts. DeCurtins Bros., Lima, have prepared plans for erection of 2-story parochial school; cost \$8,000. Rocky River—\$10,000 school to be erected according to plans of Archt. H. O. Wurmser, Lorain. Zanesville—Addition to be erected to Munson school on Belknap street. Durbin—School to be erected. Leesville—School to be erected. Roseville—To erect school in sub-dist. No. 9. Marblecliff—Archts. V. S. & C. L. Julian, Columbus, have prepared plans for a 2-room school. Toledo—Plans preparing for 8-room addition to Glenwood school; cost \$24,000; Archt. D. L. Stine. Toledo—Also Archt. A. B. Sturges has plans for an 8-room addition to the Ontario school; cost, \$24,000; Archt. W. H. Wachter is making plans for 8-room addition to the Raymer school; cost 24,000. Cleveland—Eight-room school to be erected on Monroe st. for St. Vincent's Orphan Asylum; Archt. Wm. P. Glnther, Akron. Haviland—Plans prepared for 2-story school by Archt. J. I. Hale, Defiance; cost \$8,000. Santoy—School to be erected. Wharton—School is nearing completion. Lucasville—\$7,000 school is being erected.

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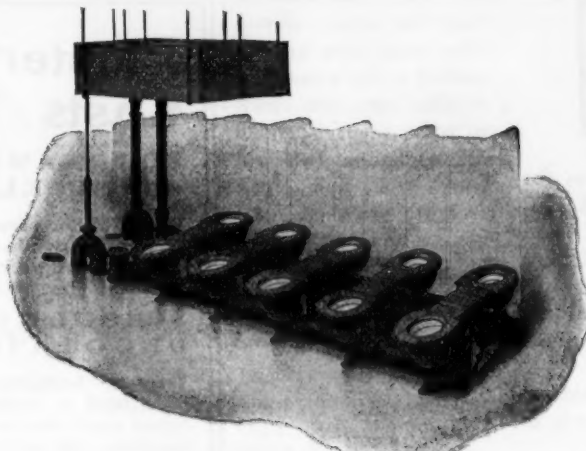
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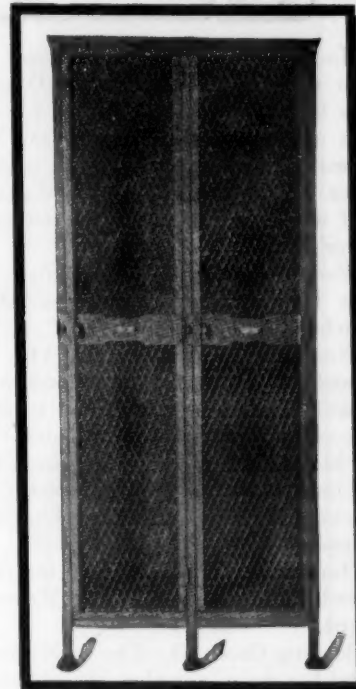
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MR. E. K. CLEMENTS,
President Board of Education,
Faribault, Minn.

East Liverpool—Addition to the Pleasant Heights school is being erected. Cleveland—Site selected for erection of \$75,000 Hathaway-Brown school.

OKLAHOMA.

Oklahoma—Archt. D. W. F. Turbyfill planned two schools; cost \$23,000. Crescent—\$3,000 in bonds voted for erection of school in District No. 13. Woodward—School to be erected.

OREGON.

Leaburg—Archt. John Hunzicker, Eugene, has prepared plans for erection of school; cost \$2,500.

PENNSYLVANIA.

Mt. Pleasant—High school to be erected according to plans of Archts. Truxell & Kline, Greensburg. Warren—Improvements to cost \$5,000 to be made on 3d ward building. Munhall—Archt. J. C. Rowlands, Homestead, has

plans for erection of 4-room school. Sharpsburg—Plans prepared by Archts. Hall & Stevens, Pittsburg, for erection of school at Clay and Linden streets. South Greensburg—Archt. Wm. G. Sloan, Greensburg, has prepared plans for erection of \$20,000 school. Archibald—High school to be erected. Plans by Archt. Lewis Hancock, Jr., Scranton. Branchdale—To erect an addition to the Blackwood school. Philadelphia—Plans for an addition to parochial school at Tucker and Memphis streets by Archt. R. W. Boyle. Millersville—Three-story normal school planned by Archts. Davis & Davis, Philadelphia; cost \$75,000. Rillton—School to be erected. Wilmerdings—Four-room, \$15,000 school under construction. Rouzerville—Two-story school to be erected. Copeland—Erection of school nearly completed. Altoona—Twelve-room school to be erected. Reading—Plans prepared for Longswamp high school. Penryn—Work on erection of school well under way.

SOUTH CAROLINA.

Prosperity—\$5,000 school to be erected.

TENNESSEE.

Paris—Site has been selected for erection of high school. Kosciusko—Annex to be erected to school. Martin—Two-story negro school to be erected.

TEXAS.

Waco—Have commenced work on the Central high school. Lancaster—\$4,000 school to be erected. Temple—School to be erected on Second street and French avenue.

UTAH.

Salt Lake City—Twelve-room school to be erected near the corner of Twelfth South and Ninth East streets; Archts. Dallas & Hedges. Logan—Archts. Monson & Schaub have plans for erection of school in College school district, Cache county.

VIRGINIA.

Richmond—Archt. Charles K. Bryant to plan erection of high school.

WASHINGTON.

Aberdeen—Reld & Briggs, Archts., have plans for erection of school at Montesano. Pomeroy—Four-room addition to be erected to school. Elbe—Archt. Bulard, Tacoma, has plans for erection of school. Rosalia—\$12,000 in bonds to be issued for erection of school. Tekoa—\$6,000 addition to be erected to school.

WEST VIRGINIA.

Elk Garden—Addition to be erected to Wabash school. Cedargrove—Archt. David Dick, Charleston, has plans for erection of 2-story, 4-room school. Central City—Archts. Smith Bros., Huntington, have plans for erection of school. Edington's Lane—Plans for \$5,000 school by Archt. C. D. McCarty, Wheeler. Marlinton—Plans prepared for erection of 2-story school.

WISCONSIN.

Grantsburg—Two-story addition to be erected to school. Madison—Plans for school to be erected at cor. Regent and Spooner sts., 10th ward, prepared by Archt. Lew F. Porter. Bristol—Two-story school to be erected. Hudson—Archt. Louis Lockwood, St. Paul, Minn., has completed plans for remodeling 3-story building for Gallahads School for Boys. Platteville—Have accepted plans prepared by Archts. Van Ryn & De Gelleke, Milwaukee, for erection of normal school; cost \$120,000. Antigo—Plans of Archt. John D. Chubb, Chicago, Ill., have been accepted for erection of 6-room, \$13,000 school. Greenville—Plans for erection of school by Archt. W. W. De Long, Appleton. Valders—Archt. Wm. J. Rauber, Manitowoc, has prepared plans for 2-story school for Dist. No. 3. Arlington—\$5,000 school to be erected. Madison—\$15,000, 3-story parochial school planned by Archt. Nicholas Dornbush. Greenfield—Plans submitted by Archt. Charles Lesser accepted for erection of \$30,000 school. Eagle—\$8,000 school is being erected. Kenosha—School District No. 7 of Kenosha and Racine county to erect school. Ripon—School to be erected. Monroe—Archts. Claude & Starck, Madison, to prepare plans for erection of \$40,000 high school.



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Indianapolis, Ind. S. E. Kiger, who was for five years connected with J. D. Adams & Co., has launched out in business for himself. He has opened headquarters at 139 West Market street and will handle all kinds of school supplies. Some of these he will manufacture himself while for others he will act as a manufacturer's agent.

Fort Wayne, Ind. The contract for heating new Hanna school house awarded to Lewis & Kitchen.

New York City, N. Y. The contract for school furniture for large addition to public school 110 has been awarded to the American School Furniture Company, and Fred G. Lax; for blackboards to E. J. Johnson & Co.

Lincoln, Nebr. The contract for hylo-plate blackboards has been awarded to the Nebraska School Supply Co.

Durbin, O. The contract for desks in new school building awarded to Weaver Brothers, Piqua.

Bowling Green, O. The A. H. Andrews Company has been awarded the contract for new school desks.

New York, N. Y. The contracts for school furniture for addition to public school 104 has been awarded to the American School Furniture Company and Alexander R. Brown; for blackboards to Louis Gluck.

Lincoln, Nebr. The board has awarded contracts for miscellaneous school supplies and paper to the Nebraska School Supply Co.; for stationery to Harry Porter.

Metal lockers for schools and colleges are manufactured by the Badger Wire & Iron Works, Milwaukee, Wis.

New York City. Contracts for supplying new furniture for old school buildings in Brooklyn have been awarded to Frank M. Walsh and Louis Gluck.

St. Louis, Mo. The board of education has awarded contracts for certain supplies and furniture as follows: Charcoal, drawing paper and crayons to F. Weber & Co.; teachers' desks, recitation and tablet seats, library tables and office tables to A. H. Andrews Co.; bookcases, teachers' chairs, kindergarten tables, Scarritt-Comstock Furniture Co.; principals' desks and revolving chairs, Buxton & Skinner Stationery Co.; pottery for drawing, to The Prang Educational Co.; pens to Johnston School Supply Co.

Rahway, N. J. The contracts for school and kindergarten supplies have been awarded to Rohde & Haskins, New York.

Reports from various parts of the State of Mississippi indicate that local dealers who have been chosen to represent the new text

books are not satisfied with the terms offered. The merchants are required to file a bond of \$2,500; keep the stock of books insured; make all exchanges of old books for new; pay freight, drayage and boxing on all books handled. For all this work a commission of only 2 per cent. is offered.

Warren, Pa. Board awarded contracts: Eagle pencils, ink, spelling books to J. B. Wilson Company; pencil pads to Peckham, Little & Co.; pencil sharpeners, J. M. Alcott Co.

Mahanoy, Pa. Contract for natural slate blackboards awarded to H. L. Jones.

Cincinnati, O. The board of education will in the near future erect a six-story brick ware house for its supplies and books, \$15,000 will be expended for the building.

Minneapolis, Minn. The firm name of the School Education Co., educational publishers and school supply dealers, has been changed to the Northwestern School Supply Co. The capital stock of the corporation has, at the same time, been increased from \$50,000 to \$150,000. The officers and directors of the company are: President, I. A. Thorson; vice-president, C. B. Buck; secretary and treasurer, S. O. Sanderson and C. W. G. Hyde. It is the intention of the officers to extend the business of the firm throughout the Northwest. The Minneapolis Teachers' Agency will be continued as a regular department of the business.

Winona, Minn. Four sets of relief maps purchased from the Central School Supply House, Chicago.

Fred Medart, St. Louis, has just issued a complete catalog on gymnastic apparatus. School authorities who are about to equip gymnasias will find it to their advantage to secure a copy.

Racine, Wis. The school board has advertised for Eagle and Dixon pencils.

Tapakoneta, O. Contract for furnishing all school supplies awarded to Louis Kayser.

Kalamazoo, Mich. Contracts for furnishing supplies during the coming year awarded to: Lesh Paper Company, Beecher & Krymer and the Star Paper Company.

West Des Moines, Ia. The school board has awarded contracts for school supplies and stationery to the following dealers: C. W. Rogg, Langon Bros., W. J. Pratt Company.

Harrisburg, Pa. Bids for furnishing new desks have been submitted by the American School Furniture Co., Thomas Kane & Company and Minard & Youngman, New York City.

Rahway, N. J. Contract for kindergarten school supplies awarded to Rohde & Haskins.

Gainesville, Tex. Contract for new desks awarded to C. A. Bryant & Co., Dallas, as agents for the American School Furniture Co.

Allentown, Pa. Contract for desks have been awarded to the American School Furniture Co. The Thomas Kane Company, Racine, Wis., also entered a bid.

Joliet, Ill. The state prison authorities have sold 15,000 desks to Illinois schools and have on hand 17,000 more to throw upon the open market.

New York City, N. Y. Contract for slate blackboards in addition to public school 15 has been awarded to Louis Gluck; for school furni-

Plaster Casts

FOR DRAWING AND MODELING:

Reproductions from Antique, Mediaeval and Modern Sculpture Etc.

for

SCHOOL ROOM DECORATION.

These Art Productions have never failed to receive the highest award when placed in competition with other makes.

C. Hennecke Co.
Formators.

Milwaukee, - Wis.



Send for Catalogue.

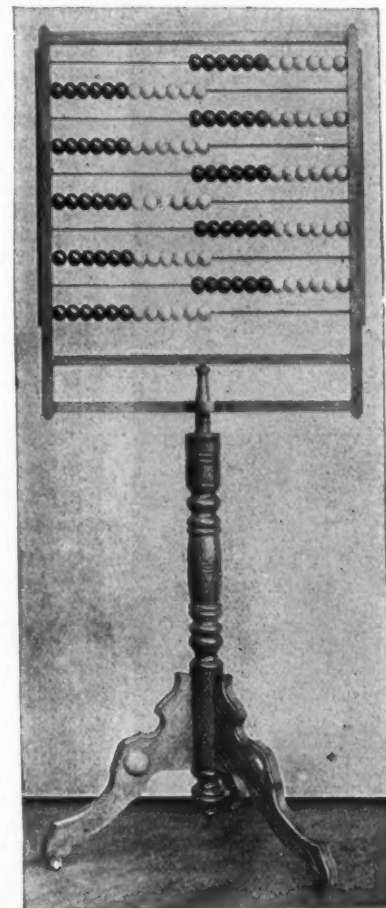
ture to Richmond School Furniture Company.

Shreveport, La. The contract for furnishing new school with "Jewell" desks manufactured by the Illinois Refrigerator Co., has been awarded to the Queen City Furniture Co.

Anderson, Tex. Contract for furniture for new high school has been awarded to C. H. Myers, Houston, Tex.

Louisville, Ky. The contract for text books, stationery and sundries and kindergarten supplies has been awarded to C. T. Dearing. Janitors' supplies will be from John Nuz & Son and The Sutcliffe Company.

THE MOST USEFUL PIECE OF FURNITURE MADE FOR PRIMARY GRADES



No. 120. ABACUS.

Send for our Catalogue and Prices on School Supplies and Furniture,

Special Prices quoted on the above Abacus to Schools.

JOSEPH H. TISDALL,

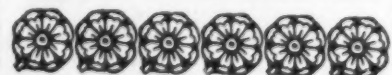
904 Arch Street, Philadelphia, Pa.

SPENCERIAN STEEL PENS.

The STANDARD AMERICAN BRAND
FOR OVER FIFTY YEARS

Have been subjected to the test of years and are recognized for all purposes *The Best*.

SPENCERIAN PEN CO.
349 Broadway, New York.

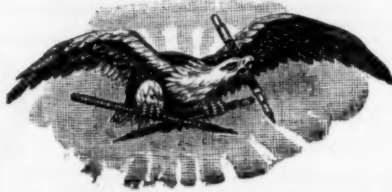


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WHY NOT?



USE THE BEST ON THE MARKET

Eagle Lead Pencils, Pen Holders, Steel Pens, Colored Pencils and Crayons, Compasses, Rubber Erasers, Etc. Send for samples and prices to the
EAGLE PENCIL CO., 377-379 Broadway, New York.

Des Moines, Ia. The west side school board has adopted a new policy in purchasing supplies. A statement showing the probable amount of supplies to be used, has been prepared and submitted to the dealers with a request for bids. The board reserves the right to purchase only when the articles are needed in such quantity as it may desire.

The plan has this advantage, that the board is not compelled to tie up a large amount of money in articles which will not be needed for a long time. Bidders are, however, likely to raise their prices.

Pekin, Ill. School desks were purchased of the A. H. Andrews Co., Chicago.

WOVEN WIRE LOCKERS.

Much has been said recently on the subject of lockers for schools. A writer discussed them not long ago in these columns and made the following statement:

"Then, here came the woven wire locker which has the advantage of the expanded metal locker, and the disadvantage of one being able to insert a tool, pry the wires apart, abstract the contents of the locker and then restore the wire to its original position."

This statement is challenged. Mr. A. Haeger, a representative of the Badger Wire & Iron Works, of Milwaukee, Wis., says:

"This article contains a statement which is not a fact. We will undertake to demonstrate to any disinterested person that not only is it impossible to pry the wires in our wire locker apart in the manner stated, but that they will stand a greater strain without being displaced than will the expanded metal (without breaking) cut from 13 gauge sheet steel which is almost entirely employed in the construction of expanded metal lockers."

"Since we also manufacture the latter we are not interested to the extent we would be were this not the case; still we should like to see this manifestly misleading statement corrected and trust you will take occasion to do this in your next issue."

It is the purpose of this Journal to bring out the merits of every article designed for school house equipment. Hence the above is cheerfully published.

PERRY & CO'S
ENGLISH MADE
STEEL PENS
ESTABLISHED 1824.
Samples and Prices from U. S. Sole Agents,
PERRY & CO.
349 Broadway, New York.

Columbus, O. The rule providing for the physical and mental examination of teachers of the public schools who have reached the age of 50 was defeated.

Tower City, Pa. The school Board is deadlocked over the appointment of a superintendent. The citizens have now taken legal steps to oust the board.

SCHOOL TELEPHONES.

PAPER NO. 4.

Before taking up the explanation of different telephone apparatus for school installation, which will be discussed in later papers, it may be advisable to make some reference to the expense involved in the installation of telephones, for, while their economy and convenience may be acknowledged, the building committee and the architect may request a preliminary estimate of the probable cost before including them in the specifications.

One of the greatest advantages of telephone apparatus, if purchased from a reliable concern, is that a system can be installed which, although perhaps slow in operation and not equipped with the latest conveniences, will be perfectly practicable and operative (that is, the signal bell will ring properly and conversation be distinctly understood), at a price considerably lower than that of a rapidly operating and more convenient system. This possibility of reducing the cost does not, however, apply to the question of the wire and battery which should be used, for same should always be strictly first-class, as it will be readily understood that it is impossible to correct any trouble with the wiring back of the plaster, or to secure and preserve "good talking qualities" in a system if weak and short-lived batteries are installed.

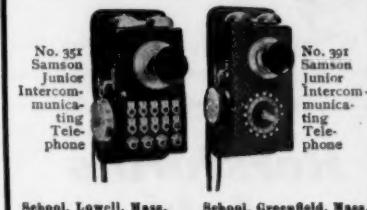
Experience seems to show that the best plan of the architect, or school committee, is to appropriate a certain amount for telephone service and request the different electricians to state exactly what they will furnish, both as regards the system and the style of apparatus, for the amount named, unless the architect or some one acquainted with the subject of telephones can draw up specifications of such a system as may be desired and secure their bids in this way. There is still another plan followed by the architects and school committee men, and that is to send some reputable manufacturers a blue print of the floor plans, stating the estimated cost of the building and allowing the manufacturer to suggest a system to meet the requirements of a building such as the plans and the amount appropriated indicate.

As an illustration of the minimum expense for, say an eight-room school, arranged for the simplest and least expensive telephone system, the writer knows of buildings in which telephones have been installed at less than \$75.00. Of course, it will be understood that this could not be termed a thoroughly convenient system; however, one which will be described in later papers in this Journal, with the apparatus and its exact operation explained in detail.

As regards the maximum expenditure for a school system, this it would be difficult to suggest. The use of a so-called Central Energy Switchboard, which will be later described, in connection with desk telephones for teachers, naturally increases the expense, although the fact that such systems are now being extensively used, would indicate that the advantages secured from same are well worth the money expended.

NOW FOR TELEPHONES

"Tallow Candle"
Is the present method of
SCHOOL COMMUNICATION



School, Lowell, Mass. School, Greenfield, Mass.

ECONOMY OF TIME

Note writing in schools should be as obsolete as ancient stone writing. The tendency towards shorter school sessions necessitates elimination of every unnecessary task of principal, teacher, or scholar. We term the convenience of telephones secondary to the economical advantage.



Telephones for Schoolrooms

UNINTERRUPTION

The telephone avoids nine tenths of all school interruptions. The visits of janitor, scholars with messages, and teachers, are discontinued. Book agents, solicitors, and undesirable visitors receive a courteous but quick dismissal through the ante-room telephone. They get no further.

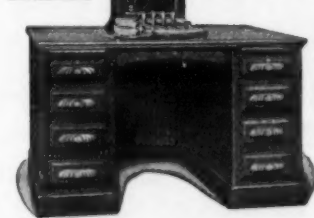
"Annunciator"
Telephone
Switchboard
Installed in
Grammar Schools,
Minneapolis, Minn.



COST OF INSTALLING

We furnish inexpensive but practical telephone systems adapted to the requirements of small schools, while high schools, normal schools, and colleges are equipped with every economy and convenience known to the telephonic art. Specifications for installing and estimates of cost submitted on receipt of floor blue-prints, with crosses designating location of phones.

"Rotokoll"
Telephone
Switchboard
High School,
Naugatuck, Conn.



PRACTICABILITY

Before inaugurating our school telephone advertising campaign, we conclusively demonstrated by time tests of actual installations, the practicability of our apparatus. Accompanying illustrations show types of our inexpensive, medium, and the most up-to-date systems.

Combined
"Rotokoll"
Telephone
and Bell System



Normal
School,
Chicago, Ill.

DESCRIPTIVE MATTER

"School Telephone" Bulletin, No. 6, carefully illustrating and describing eight distinct systems, and "Telephone Practice" Bulletin, No. 7, illustrating actual installations, mailed on request.

ELECTRIC GAS LIGHTING CO. TELEPHONE SPECIALISTS

27 years of electrical specialty experience
We have the plant, the men, and the experience
115 Purchase St., Boston, Mass.

BRANCHES:
CHICAGO TORONTO SAN FRANCISCO
930 Monon Bldg. 120 Bay St. 519 Mission St.

Exhaustion

When you are all tired out, feel nervous, sleep does not rest, and your appetite is poor, take

Horsford's Acid Phosphate

It will revive your strength, induce natural sleep, improve appetite, and restore nerve power. It strengthens the entire system, curing the causes of **Headache, Indigestion and Debility.**

Pamphlet with full information free.
Rumford Chemical Works, Providence, R. I.



Gentleman:—Tell me, little one, does a certain Mr. Bird live here?

Little Miss:—Yes, he is a school teacher and his name is Prof. Swallow.

"Yaas," said the first college boy, "ouah clahss is to have the finest yell this yeah it has evah had."

"You don't say," answered the second. "Who got it up?"

"Doncheknow, we hiahed a clevah fellow to compose it."

"Fine, indeed. And when are we to learn it?"

"Don't have to learn it, m' deah boy. We've hiahed a numbah of common fellows with good voices to do the yellin', also."

Foot Ball.

She—"Do you think the game has started?"
He—"No, I haven't seen any ambulances coming out of the grounds yet."

First Rooter—"Who is that man over yonder who so strenuously applauds every mix-up?"

Second Rooter—"He is the doctor that runs the bone repair shop in the next square."

Ein guter Freund.

Mutter: „Wo willst Du denn hin, Otto? Der Papa muß gleich kommen, dann essen wir.“

Otto: „Ich geh' nur 'mal schnell zu Winters hinüber. Der Fritz Winter hat mir seinem Ball ein großes Fenster eingeworfen, und da will ich zuseh'n, wie ihn sein Vater durchhaut, wenn er nach Hause kommt!“

As She Saw It.

The little girl was describing a football game. "There was a lot o' men fighen' over a yellow squash," she said, "but I don't know which of 'em got it."

"So you think you'd like to have your son enter our college. Is he fitted for it, do you think?"

"Sure; he reads, writes and speaks 7 languages. He's great on geometry, psychology, history, algebra, trigonometry."

"Excuse me for interrupting; but these things are so irrelevant. Can he play football, sprint, or pitch a curve."—Houston Post.

"We've got a dandy college yell, now."

"What is it?"

"We give four Russian battleships, a siss-boom-ah, and then two Japanese generals."

Her Goal.

Father—"I am shocked! Your mother tells me that you are engaged to three young men."

Daughter—"O, well, pa! They are all football players, and when the season closes I can marry the survivor."

Taken Too Literally.

Barrett Wendell, professor of English at Harvard, crossed the campus the other day behind two sophomores.

"What is the matter with you?" he heard the first sophomore say. "What makes you so blue?"

"Why," replied the other, "I wrote home last week for money to get text-books with, and here this morning my father sends me, instead of the money, the books themselves. How in the world is a fellow ever to get on his feet at this rate?"

Something yet to learn.

Uncle Hank—"Wesley, there's something I've been wantin' to ask you ever since you came back from college. How did the old Egyptians build them big pyramids?"

Wesley (graduate of civil and mechanical engineering department)—"H'm—well, uncle, that, of course, is largely a matter of conjecture. The researches of modern science have—h'm—thus far failed to—"

Uncle Hank—"And your dad tells me your edjication cost him \$2,000!"

"A cheap article gives satisfaction but once—when you pay the bill. It extorts compound payment afterwards whenever it enters into consciousness." HENDERSON.

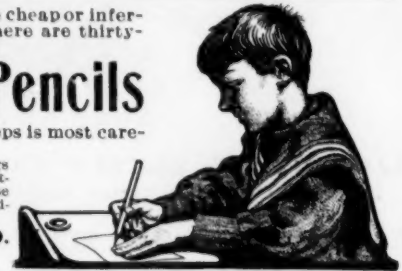
It is not economy for teachers to use cheap or inferior pencils in their school work. There are thirty-eight steps in the process of making

DIXON'S American Graphite Pencils

and every one of these different steps is most carefully taken.

If you would care to learn about these things we would be glad to send booklets, printed matter, and samples that not only tell how these steps are taken, but give the ocular and visible proof of their excellence.

JOSEPH DIXON CRUCIBLE CO.
Jersey City, N. J.



Many Are Called, But Few Get Up.

The old Yale graduate sat up in bed and rubbed his eyes. It was not his own room at home. Then he remembered; he was back in New Haven, and he had been out the night before with some of the boys who were going to be graduated soon.

Had he left a call at the hotel office? He had, and remembered it distinctly. Seven o'clock was the hour.

He looked at his watch. It was 10:37. His face began to swell, and he forgot that his head was aching. He called the hotel people a few names. As he buttoned his collar he told the mirror what he was going to do to that clerk just as soon as he could get down stairs. By the time he was dressed his rage and righteous indignation were too great for words. He felt like killing some one.

As he threw open the door a slip of paper fluttered to the floor. It read: "Room 8. Called at 7 o'clock by No. 12." Then he read a printed line at the bottom of the notice: "Many are called, but few get up."

He paid his bill meekly and went his way.

A Needed Department.

"Old Muchmoney endowed another chair in that girls' seminary, this week."

"But he already has endowed about as many chairs as any ordinary college can have."

"Yes; but this is an absolutely new one. This is a fund to establish a department to teach women to understand railway time-tables."

"Who is the fellow with the long hair?" "He's a Yale college boy." "Well, I've often heard of those Yale locks."



Teacher (visiting family):—Now, Freddy, can you tell me how many seasons there are?

Freddy:—Yes, ma'am. Two.

Teacher:—Only two? Well, name them.

Freddy:—The baseball season and the football season.

1 entire state 2 cities of over a million population, 6 cities of over 100,000 population and 14 cities of over 25,000 population have adopted the Southworth-Stone Arithmetics. Correspondence solicited.

BENJ. H. SANBORN & CO.,

BOSTON

NEW YORK

CHICAGO

Judson and Bender's GRADED LITERATURE READERS.

Reed and Kellogg's LESSONS IN ENGLISH.

Hutchinson's PHYSIOLOGIES. Peter's MODERN CHEMISTRY

MAYNARD, MERRILL & CO., Publishers

NEW YORK.

BOSTON.

CHICAGO.

THE BOOK TRUST BEATEN.

"There are strong indications that the sinister influence known as McIlhennyism, back of and inspiring which is the school book trust, which in recent years has in many things, controlled the action of our School Board to its discredit, to the detriment of the schools and the disadvantage of the taxpayers, is taking a hand in the election of a principal of the High School," said a Harrisburg, Pa., newspaper recently.

"It is asserted by school directors of high standing that the opposition to Professor Shimmell is inspired by the book trust, which does not print the books of which he is the author, and that the strength suddenly developed by Professor Pennypacker is due to the same cause.

"If this is a fact, it is one that the people ought to know. It is intolerable that a foreign corporation, with school books and school furniture to sell, can come here and not only dictate the organization of our school board, but select for us the principal of our High School.

"All that we know or have heard of Professor Pennypacker is to his credit, but in view of the allegations, that are now being freely circulated, that his selection was made by the teachers' committee at the behest of politicians under book trust influence, he should frown on the purpose which seems to have been formed to rush through his election with what has the appearance of unseemly haste."

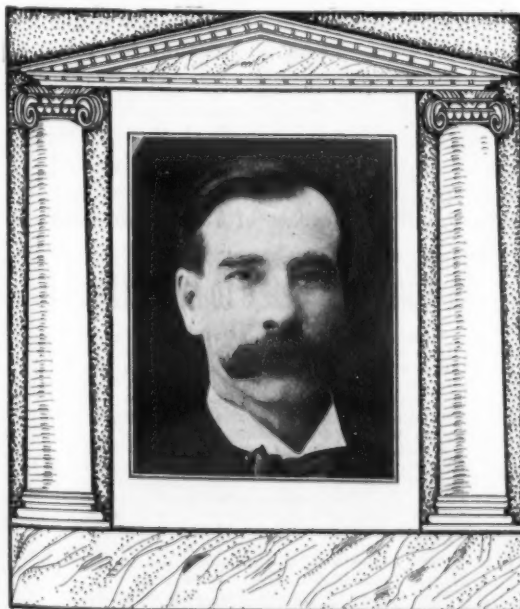
So much for the newspaper editorial. When the public became alive to the situation the reaction and the board yielded. Prof. Shimmell was elected in spite of the book trust influence.

The Ainsworth bill, introduced in the last legislature of Wisconsin, provided that district school boards may adopt books, and said adoptions to stand for three years.

The old law prevented any change in text books unless voted upon at a regular election by the whole district. Consequently changes in text books, however urgently desired, were next to impossible, and the Book Trust, having the majority of adoptions, held a monopoly.

It was therefore natural that its agents flocked to the seat of legislation and tried to prevent the enactment of the Ainsworth measure. They were obliged, in accordance with the law, to register as lobbyists.

The efforts of the Book Trust were of little avail. The Ainsworth measure was passed promptly received the signature of Governor LaFollette and became a law.



MR. JOHN C. HARDING,
Member Board of Education, Chicago, Illinois.

A WORLD'S FAIR RECOGNITION.

Fac-simile illustration of the diploma awarded to the American School Board Journal by the Louisiana Purchase Exposition, St. Louis, Mo. It is granted in recognition of the manner and effectiveness with which the great interests in the field of school administration are protected and promoted by this publication.

A TEST IN CRAYONS.

James H. Lansley of the Elizabeth Business College of Elizabeth, N. J., made a test of the relative merits of crayons with the following result:

1. A Dustless Crayon was all used up to cover the surface of a blackboard. Then an enameled chalk crayon was used in a similar way, with the result as follows:

National Dustless covered surface 423 square feet.

Enameled Chalk covered surface 203 square feet.

The enameling equaling about 48 per cent. of National.

2. Drawing straight lines with each crayon, the result was as follows:

National Dustless would make 3,425 linear feet.

Enameled Chalk would make 921 linear feet.

The enameling equaling about 27 per cent. of National.

Our board was rough, but on a smooth surface I am satisfied that the Dustless would compare even more favorably.

3. After the experiment with the Dustless Crayon a large table near the blackboard was comparatively free from dust, but after the Enameled Crayon was used, the table was thickly covered with dust.

4. The harsh, grating tendency of the chalk crayon to make one's nerves creep, is entirely absent in the smooth, soft and silent National.

Massillon, O. The school board has revised its regulations relating to janitors. The new sections provide that the class rooms must be swept daily, desks dusted, blackboards cleaned once a day, and floor scrubbed monthly. When the board desires heavy work to be done, it reserves the right to call all the janitors together to perform it. This refers to the repairing of fences and sidewalks and similar work.

AN IMPORTANT TRANSFER.

The list of books of the Richardson, Smith & Co. has been transferred to the Macmillan Company of New York. A number of the text-books on this list are popular and are in extensive use in the schools in the East.

The change will connect the men who built up the firm of Richardson, Smith & Co. with



PRIZE AWARDED THE AMERICAN SCHOOL BOARD JOURNAL.

the Macmillan Company. Messrs. A. W. Richardson, H. P. Smith, H. D. Harrower and V. M. Allen will hereafter become stockholders of the Macmillan Company and take an active part in its affairs.

Among the text-books which figure in the transfer are those of the New American Music System, which has given ample proof of its merit.

The consolidation must be regarded as an important one, not only in that it will enrich the now large and valuable list of text-books published by the Macmillan's, but also in that it will strengthen the personal of the company.

Buffalo, N. Y. The board of health annually, in August, fumigates the books in all of the public schools of the city.

The method of procedure is simple and effective. The books used in a building are gathered in one or more class rooms. There they are placed on edge so that the leaves may be separated and the formaldehyde gas may penetrate. The doors and windows of the room are then plugged so that no air can enter or escape, and a formalin lamp is lit. The room is kept closed from one to three days. In that time all the germs are killed. Then the room is opened and thoroughly ventilated to remove all traces of the gas, after which the books are restored to their places.

Chicago, Ill. The board of education has appointed a business agent for the Parental school at a salary of \$1,500 per year. The new official will have entire charge of the business affairs of the school and will sell the garden truck and other produce of the institution.

HELPS FOR TEACHERS OF ENGLISH.

Our OUTLINE STUDIES IN COLLEGE ENGLISH (22 in No.) have proved so helpful and popular that we have added the following—

GRAMMAR GRADE SERIES.

23	Evangeline.....Longfellow	39	Marmion.....Scott
24	Courtship of Miles Standish.....	40	Man Without a Country.....Hale
25	Hiawatha.....	41	Tales of a Wayside Inn.....Longfellow
26	Snowbound.....Whittier	42	Two Years Before the Mast.....Dana
27	Rip Van Winkle.....Irving	43	Christmas Carol.....Dickens
28	Legend of Sleepy Hollow.....	44	House of the Seven Gables.....Hawthorne
29	Lay of the Last Minstrel.....Scott	45	Last of the Mohicans.....Cooper
		46	Saga of King Olaf.....Longfellow

(Omitted Nos. are additional Shakespeare Outlines.)

One teacher writes "This series is a perfect gold-mine for the English teacher." We have hundreds of such testimonials.

There are now forty-one Studies suitable for schools, colleges, literary and women's clubs, or private readers. 15c each number; discount of 10 per cent. in quantities of single titles for class use. Order by numbers. Send 15c for a sample Outline.

THE PALMER COMPANY, PUBLISHERS,
50 BROMFIELD STREET, BOSTON, MASS.

THE KEMPTON PICTURES OF "HIAWATHA."

A series of 30 superb pictures from life, taken by Rev. A. T. Kempton, among the Ojibway Indians, who enact the scenes of the poem (which is their epic) as The Passion Play is enacted in Europe. These pictures illuminate the poem to the mind of the child, and their artistic beauty appeals to the adult as well.

This is an absolutely new help for teachers of English. The pictures furnish suggestions for interesting talks to the class. Size 12x10. 30 scenes in the life of Hiawatha and Minnehaha. 10c each; special price to teachers for introduction. THE PALMER COMPANY, 50 Bromfield Street, Boston, Mass.

Questions and Answers.



Under this heading all ordinary questions on school administrative problems are answered. If an immediate reply by letter is requested a stamped, self-addressed envelope should be enclosed. If the case requires special investigation a reply should not be looked for in less than a week's time. Unless specially stipulated the answer will appear in this column.

Books on Heating and Ventilation.

Question: Kindly give me the name of one or several up-to-date and reliable works on ventilation and heating?—J. I. J., Des Moines, Ia.

Answer: The following books on Heating and Ventilation are good:

Warming Buildings, by Chas. Hood, published by E. & F. N. Spon, New York.

Steam Heating and Ventilation, by Wm. S. Monroe, published by The Engineering Record, New York.

Heating and Ventilating Buildings, by R. C. Carpenter, published by John Wiley & Sons, New York.

Principles of Ventilation and Heating, by John S. Billings, M. D., published by The Engineering Record, New York.

Ventilation and Warming of School Buildings, by Gilbert B. Morrison, published by D. Appleton & Co., New York.

Wall Coloring.

Question: We are about to finish a high school building here to cost \$125,000 when equipped and are now trying to select the tints for the ceilings and walls. The ceilings are finished in rough sand and the walls will be covered with burlap. If you will kindly give me your opinion as to the most suitable tints, I shall be greatly indebted to you.—Supt. B. W. Torreyson, Little Rock, Ark.

Answer: We can give you a most artistic and complete color scheme if you will kindly tell us the number of rooms and their location. In other words, give us a rough draft of the floor plans of the several stories, showing East, West, South and North.

Certain colors or tints are used for rooms fronting in certain directions. In order to bring the entire color scheme into a harmonious whole, it is necessary to have the number of rooms, etc. Also let us know what kind of interior wood finish for doors and windows you will have.

School Grounds.

Question: We are trying to ascertain the best material to put on the play grounds of our schoolhouses. We have been very much annoyed by the mud and dirt and have tried in succession various things, none of which have proven satisfactory. Would it be asking too much to ask you to answer this question? I judge that your experience has brought you in contact with this among other practical school questions which you have encountered from time to time. What is the best covering for a school yard that will insure a dry and safe playground?—C. A. Prosser, Supt. of Schools, New Albany, Ind.

Answer: Ordinary sand and gravel have thus far proven most satisfactory material for school grounds. Much depends upon the grading. The grounds should be elevated in center and slope to two or to all sides, in order to insure effective drainage.

If the grounds are entirely enclosed the north

side should have a closed board fence while the other sides should have open picket fences. This is to ensure protection against the north winds and yet secure as much sun light as possible and keep the grounds dry and airy.

Teachers' Salaries.

Question: Will you please send me a copy of any printed material you may have on hand for free distribution or for sale, bearing on salaries of teachers?—Alexander Strachan, Supt. of Schools, Deadwood, S. Dak.

Answer: All the matter we have published on the subject is found in the files of our Journal. It is not published in separate form.

New Schoolhouse.

Question: My board has decided to build a \$25,000.00 schoolhouse. Can you be of assistance to us?—W. A. Crawford, Superintendent, Arkadelphia, Ark.

Answer: We presume you have a copy of our Manual on School Architecture. If not send for it. You are entitled to a free copy with your subscription.

The most important thing to do is to invite architects who have experience in schoolhouse planning and construction. None other should be invited. We can recommend a list of experienced architects. You may invite them to submit plans.

Gymnasiums for Schools.

Question: What is the best location for a gymnasium in a high school building? Should it be located in the basement or on the upper floors?—R. J. M., San Francisco, California.

Answer: A gymnasium should not be located in the basement. All the space below the window line becomes a reservoir of dead air. There should be air vents at the ceiling as well as near the floors. In basements this condition cannot be secured.

Gymnasiums should be located on top floors where light and air are good. Again, basements can better be utilized for manual training apparatus.

School Architects.

Question: Can you refer us to a good schoolhouse architect who is not above designing a small building?—A. C. Kingsford, Principal, Sheboygan Falls, Wis.

Answer: We believe that the following architects who are experienced and capable in schoolhouse planning would accept the work: Chas. Hilpertshauser, Sheboygan; E. E. Stevens, Wm. Waters & Son, Oshkosh; Leenhouts & Guthrie, Van Ryn & DeGelleke, Milwaukee; Chandler & Park, Racine; all in Wisconsin.

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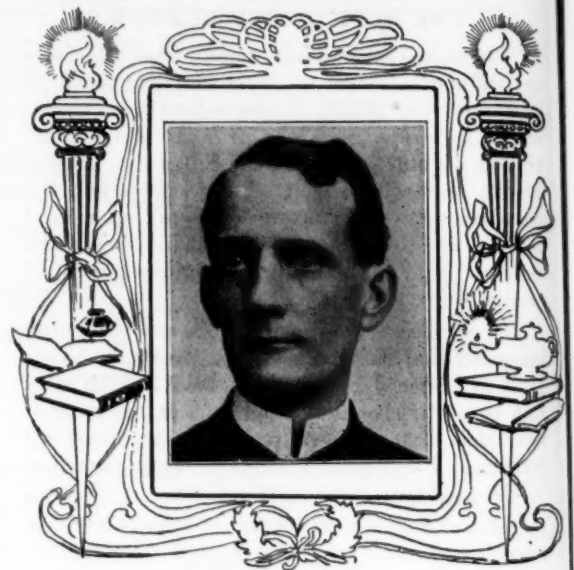
When Governor Hoch of Kansas recently appointed the State Text Book Commission, he wanted to make certain that every man upon it would be strong, clean and capable. The old Commission, whose term had expired, had not given evidence of being wholly satisfactory.

There were two members, however, who were absolutely above reproach and who were re-appointed. One of these was the Hon. D. O. McCray of Topeka. He had proven himself of the unpurchasable type, keen and penetrating as to relative values, and progressive in spirit.

The Book Trust made an effort to secure his removal, but Governor Hoch was fully informed as to the situation and Mr. McCray was re-appointed.

In private life he is an editor of an advanced type. He is active, aggressive and wields an incisive pen, being not only a ready writer, but a man of considerable literary ability. His family is an interesting one and his home life is delightful and attractive.

Bloomington, Minn. Spencerian slant writing system will replace the vertical.



HON. D. O. MCCRAY.
Member Kansas State Text Book Commission,
Topeka, Kansas.

Racine, Wis. The annual report of Supt. B. E. Nelson shows that the average cost of instruction amounted to \$22.02 per pupil during the past school year. This is an increase of \$5.87 over 1902. The increase is due to an advance in the salary of teachers and the introduction of manual training and domestic science.

Herkimer, N. Y. Mr. Chas. F. Mosher has been elected superintendent of schools.

Indiana. A general crusade has been started by Dr. J. N. Hurty, secretary of the State Board of Health, against unsanitary schoolhouses.

Mason City, Ia. The board has appointed a school physician to examine public school pupils.

Eau Claire, Wis. A commercial course will be introduced in the high school. An instructor of commercial branches has already been engaged by the school board.

SUPPLIES.

Milwaukee, Wis. The School Board Committee on Supplies contracted for 108 manual training benches for the four new manual training shops. There were seventeen bidders. The E. H. Sheldon Co. of Chicago received the contract.

Baltimore, Md. Contract for water colors was awarded to the W. J. C. Dulaney Co.

Superior, Wis. Contract for desks awarded to the American School Furniture Co., Chicago.

Portland, Ore. It is estimated that the population of any community can be ascertained by multiplying the school population by 4.24.

Cincinnati, O. The school board has adopted a new rule for further increasing the salary of the teachers who have reached the maximum salary. Work done in the state university or some professional school will be credited to teachers and an increase of \$50 a year made.

A Complete Index to Education

Listing all the articles and important editorials appearing in the magazine for the past 25 years, will be printed in the successive numbers of Vol. XXVI., the first installment in Sept., 1905, number. It will be a great help to writers and speakers on educational themes.

A notable series of articles, by leading educators, will begin in the same number, and run through the volume, (Sept., '05, to June, '06). The general title of this series will be PHASES OF MODERN EDUCATION. A circular giving subjects of the separate articles, and authors, sent on application.

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Seattle, Wash. The text book commission has adopted the following text books for five years' use in the schools of the city:

Readers—Stepping Stones to Literature, Silver, Burdett & Co.

Supplementary Readers—Bass' Primer, D. C. Heath & Co.; Wheeler Primer, W. H. Wheeler & Co.; Art Literature Primer, Atkinson, Menzer & Grover; Cyr Readers, primer to fourth, Ginn & Co.; Lights to Literature, 1 and 2, Rand, McNally & Co.; Baldwin's Readers, 2 and 3, Fifty Famous Stories, Old Greek Stories, Stories of Great Americans, Five Little Strangers, Stories of Great Musicians, American Book Company; Norse Stories, Public School Publishing Co.

History and Civics—Builders of Our Nation, Eaton & Co.; Stories of English History, D. C. Heath & Co.; How the People Rule, Silver Burdett & Co.; McMaster's United States History, American Book Company.

Supplementary—Doub's History of the United States, The Macmillan Co.; Gordy's History of the United States, Charles Scribner's Sons; Mace's History of the United States, Rand, McNally & Co.

Geography—Tarr and McMurtry, complete, The Macmillan Company; Natural Elementary, American Book Company.

Grammar—Foundation Lessons in English Language, The Macmillan Company.

Speller—Rational Spelling Book, American Book Company.

Language—Gordy and Mead, Charles Scribner's Sons.

Arithmetic—Southworth and Stone, Benj. H. Sanborn & Co.

Penmanship—McManis' Slant Penmanship, U. S. Book Co.

Music—Natural Music System, American Book Company.

For High School use the following books were selected:

English—Scott & Denny's Elementary Composition, Scott & Denny's Composition Literature, Allyn & Bacon; Painter's Elementary Guide to Literary Criticism, Benj. H. Sanborn & Co.

Latin—Tuell & Fowler's, A First Book in Latin, Benj. H. Sanborn & Co.; Allen & Greenough's Caesar, Ginn & Co.; Allen & Greenough's Ovid, Ginn & Co.; Harper & Miller's Virgil, American Book Co.

Greek—White's First Greek Book, Ginn & Co.

French—Bruce's Grammaire Francaise, D. C. Heath & Co.; Clark's The French Subjunctive, D. C. Heath & Co.

Spanish—Introduction a la Langua Castellane, D. C. Heath & Co.; Edgren's Elementary Spanish Grammar, D. C. Heath & Co.; Ford's Spanish Composition, D. C. Heath & Co.

Physical Geography—Tarr's New Physical Geography, The Macmillan Co.

Physiology—Peabody's Anatomy and Physiology, The Macmillan Co., Peabody's Laboratory Exercises in Anatomy and Physiology, The Macmillan Co.

Mathematics—Well's Essentials of Algebra, D. C. Heath & Co.; Shutt's Plane and Solid Geometry, Wentworth's Plane Trigonometry, latest revision, Ginn & Co.

History—West's Modern History, Allyn & Bacon; Cheney's Short History of England, Ginn & Co.; Bryce's American Commonwealth, abridged, The Macmillan Co.

Commercial—Marshall's Double Entry Drills, Goodyear-Marshall; Gregg's Speed Dictation Book, Gregg Publishing Co.; Cody's Word Study, Sherwin Cody.

Song Book—Abridged Academy, Ginn & Co.

Barnes' Complete Typewriting Instructor is meeting with continued success. The school board at Pottsville, Pa., has just introduced it in the high school.

Sedalia, Mo. Upon recommendation of the teachers, endorsed by Supt. G. V. Buchanan, the School Board has adopted the following text-books to replace those now in use: Barnes' History of the United States, Allen & Hawkins' grammar, French's Animal Activities, Gordon's Animal Studies, Gilbert & Brigham's Physical Geography, Newcomer's American Literature, Tappan's English Literature, West's General History, Adam & Trent's American History.

Vertical writing will in the future be used in the three first grades only. In the upper five



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grades the Natural modified slant will be used.

Springfield, O. The school board has made important changes in the course of study and has introduced new text books. The following books have been adopted: Frye's geographies, Ginn & Co.; Hyde's language and grammar series, Montgomery's elementary American history, Gordy's history of the United States, Jones' readers, Wentworth's advanced arithmetic, Tarr's new physical geography, Allen & Greenough's Cicero, Allen & Greenough's Latin grammar, Well's Essentials of Algebra, Bullock's Introduction to Economics, James and Sanford's civil government, Carhart & Chute's revised physics, and Students' American History.

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Brookfield, Mo. The Board of Education has adopted the following books:

Arithmetic—Southworth—Stone, Benj. H. Sanborn & Co.

Readers—Ward's first reader; Heath's second, third and fourth readers, D. C. Heath & Co.; Graded Literature Series, Maynard, Merrill & Co.; Jones' readers, Ginn & Co.; Ten Cent Classics, Educational Publishing Co.; Classics, The Macmillan Company; Twenty-five Cent Classics of D. C. Heath & Co. as readers for fourth, fifth and sixth grades.

Spellers—Hunt's speller, American Book Co.; Greenwood's speller, (for high school use) Chas. Scribner's Sons.

English—Allen & Hawkin's School Course, Books 1 and 2 for grade use, Reed & Kellogg's Higher English for high school use; Williams' Rhetoric, D. C. Heath & Co.; Blaisdell's Literature, American Book Company.

Writing—Spencer's Practical Writing, American Book Co.

Physiology—Baldwin's, J. B. Lippincott & Co.; Stowell's Essentials of Health, Silver, Burdett & Co.

Geography—Frye's, Ginn & Co.; Adams' Commercial, D. Appleton & Co.

Latin—First Year Latin Book, Ginn & Co.; Greenough's Caesar, Greenough's Cicero, Greenough's Latin Grammar, Ginn & Co.; Moulton's Latin, Scott, Forsman & Co.

Mathematics—Milne's High School Algebra, Phillips & Fisher's Geometry, American Book Company; Wentworth's Trigonometry, Ginn & Co.

Science—Shepherd's Chemistry, D. C. Heath & Co.; Gage's Physics, Ginn & Co.; Colman's Zoology, Chas. Scribner's Sons; Bergen's Botany, D. Appleton & Co.

History—Myers' Ancient and Mediaeval, Ginn & Co.

California. The state text book commission has selected McClymonds & Jones' elementary arithmetic, published by the American Book Co.

Harrisburg, Pa. Hunt's Progressive Speller and Milne's Mental Arithmetic published by the American Book Co. have been adopted for use in the schools.

Louisville, Ky. The school board has made a number of changes in the high school text books. Harkness' Revised Latin Grammar has been selected for all the high schools. In St. Juergen, Maria Stuart, Minna von Barnhelm and Die Jungfrau von Orleans have been added to German texts in use in the male high school, Genung's rhetoric has replaced Gardiner-Kittredge and Arnold's rhetoric in the Manual Training school. Brander Mathew's American

Literature, published by the American Book Company, and Scudder's Gradatim, published by Ginn & Company, have been added for first year work in this school. French texts have been adopted as follows: Marret's La Tache da Petit Pierre, Foncin's Le Pays de France, American Book Company; Le Sage's Gil Blas, Corneille's Le Cid, Moliere's Le Bourgeois Gentilhomme, D. C. Heath & Company. The following German texts have been added: Lassar-Cohn's Die Chemie in larglichen Loben, D. C. Heath & Company; Keller's Bilder aus der deutschen Litteratur, American Book Company. For Junior class work in the female high school, Koman & Kendall's history of England has been selected.

GETS ITS SHARE.

"F. H. Haserot of the board of education," says the Cleveland Plaindealer, "has just completed a five months' investigation of the exact situation governing the purchase of books by the Cleveland school authorities during the last four years. The investigation included the lists of books purchased, the individual and aggregate cost and from whom the books were purchased. "Two things actuated Mr. Haserot in undertaking the investigation. In the first place the time will soon arrive when the board will make purchases of books for the regular prescribed five-year period when a big outlay of money will be at stake. In the second place agents and officials of the American Book Co. have complained that discrimination was being used against them and that they 'have not been getting their just share of the business from Cleveland.'"

"The American Book Co. has its office in Cincinnati. George B. Cox is a heavy stockholder in the company. Mr. Haserot found that during the last four years the school authorities of this city have expended \$187,000 for books. The American Book Co., according to the figures prepared by Mr. Haserot, got a big share of this business. Out of the total amount, the American Book Co. got \$76,000, Silver, Burdett & Co. \$27,000, Ginn & Co. \$17,000, D. C. Heath & Co. \$17,000, Prang & Co. \$13,000, and a large number of other publishing houses with smaller amounts, making up the grand total of \$187,000.

"Mr. Haserot will see to it that the results of the investigation are printed in the regular reports of school business, copies of which are given to each member of the board. With this material it is believed the members of the board can more intelligently deal with the representatives of the different publishing houses that insistently demand the purchase of their books.

"The claim of the American Book Co. that they are being discriminated against can be



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squarely met, it is pointed out, by a showing of figures which indicate that they are at least getting more business than any other publishing concern in the country."

Kansas. The new state text commission consists of the following persons: Frank Nelson, Lindsborg; George W. Winans, Hutchinson; W. E. Hall, Abilene; Joseph H. Hill, Emporia; S. N. Neese, Independence; Willard Lyon, Lincoln; D. O. McCray, Topeka; A. B. Carney, Concordia.

Sioux City, Ia. Adopted McMaster's History and Dreyer's Physical Geography.

Raleigh, N. C. "Give the negro school children text-books with pictures of negro children, not white boys and girls, in them. Pictures of white children in their school books tends to increase the negro's desire for social equality." This is the unique recommendation embodied in the annual report of Rev. W. G. Clements, former superintendent of schools for Wake County.

Ohio. Ward's Rational Readers were recently adopted in Canton, Massillon, Portsmouth, East Cleveland and Lorain. These adoptions cover in nearly every instance the second and third or fourth and fifth readers. The preceding books of the series were adopted last year. One hundred and sixteen Ohio towns now use the Ward readers.

Galion, O. Adopted Morse Copy Books, semi-slant.

Barnesville, O. Adopted Ward's Rational Speller.

Zanesville, O. Adopted Manuscript Series, Music Copy Book No. 1.

Indiana. A general crusade against unsanitary school houses in Indiana, or rather against the superintendents where such schools are found, is about to be opened by Dr. J. N. Hurty, secretary of the State Board of Health. Direct radiation is the chief fault found, this giving no ventilation whatever. Other conditions in city and country school houses will be bettered.

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Black Beauty.

The autobiography of a horse. By Anna Sewell. Edited by Charles W. French, Principal of the Hyde Park High School, Chicago, Illinois. Illustrated by Charles Copeland. Published by Rand, McNally & Co., Chicago, New York, London.

A series of English Classics for school use would indeed be incomplete without Black Beauty. The present edition in the Canterbury Classics contains the standard English text as corrected by the author. A modest amount of apparatus, as the editor puts it, is hidden away at the end of the book. The notes are well chosen and helpful; the biographical sketch is excellent and the suggestions to teachers contain much practical aid. The illustrations and tail pieces are interesting.

Latin Composition.

In two volumes. 12mo., cloth. Part I, price, 50 cents; parts II and III, price, 60 cents. By Benjamin L. D'Ooge, Michigan State Normal School. Ginn & Co., Boston, New York, Chicago.

These two books form a three years' course in Latin prose composition for secondary schools. The aim of the author is not so much to teach the student how to write Latin, but to increase his working knowledge of syntax and to make him more familiar with the idioms and vocabulary of the authors he is studying. This is in accordance with the practice in the best schools and is to be commended.

Part one consists of easy exercises in grammatic sequence; the vocabulary, idioms and general contents being based upon Caesar's Gallic war. Part two covers practically the same ground as part one. The exercises are, however, somewhat harder and the treatment is more specific in accordance with the students' advanced knowledge of syntax. Cicero's Manilian Law, the Catalinarian orations, and the Archias are the basis for the themes. Part three consists of thirty-four miscellaneous exercises for use in the senior class. A complete review of Latin syntax is afforded and the knowledge of the student is thoroughly tested. The books form a most excellent course, and are to be recommended for use wherever Latin is to be studied thoroughly.

THE MACMILLAN COMPANY take pleasure in announcing that they have purchased the publications formerly issued by Messrs. Richardson, Smith & Company, of 135 Fifth Avenue, New York City, and that these publications will hereafter bear the imprint of THE MACMILLAN COMPANY.

Among the gentlemen formerly connected with Messrs. Richardson, Smith & Company, who will be identified with THE MACMILLAN COMPANY are Mr. A. W. Richardson; M. H. P. Smith, Mr. H. D. Harrower and Mr. V. M. Allen. They may hereafter be found in the office of the Educational Department of THE MACMILLAN COMPANY, 64 Fifth Avenue, New York City.

NEW BOOKS RECEIVED.

Atala. By Chateaubriand. Edited with an Introduction, Notes and a Vocabulary. By Oscar Kuhns, Professor of Romance Languages, Wesleyan University. 120 pp. D. C. Heath & Company, New York, Boston, Chicago.

The Child's David Copperfield and Oliver Twist. Retold by Annie Douglas Severance. Cloth, 12mo., 160 pp., with illustrations. Price, 40 cents. American Book Company, New York, Chicago.

Half Hours with the Lower Animals. By Charles Frederick Holder, Author of "Elements of Zoology." "Stories of Animal Life," etc. Cloth, 12mo., 236 pp., with illustrations. Price, 60 cents. American Book Company, New York, Cincinnati, Chicago.

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contains all the features of the Library Edition, extensive etymologies, the use of capital initials in words invariably commencing with a capital, principal parts of verbs, degrees of adjectives, plural of nouns, synonyms, etc. 784 pages, 900 illustrations, 26 full-page plates, 6 in colors; half leather, stamped in gold, sprinkled edges, thumb-indexed, \$1.50.

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without medical, legal and mythological Dictionaries. 750 pages, 840 illustrations, 14 full-page plates, black silk cloth, side and back title in gold. 6 1/4 x 5 inches, 75c.

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How to Tell Stories to the Children. By Sara Cone Bryant. 260 pp. Houghton Mifflin & Company, Boston, New York, Chicago.

The Easy Primer. By Geoffrey Buckwalter, Supervising Principal of Mt. Vernon School, Philadelphia. Author of Buckwalter's Spelling Books. 112 pp. Published by Parker P. Simmons, New York.

A Grammar of Greek Art. By Percy Gardner, Litt. D., Lincoln and Merton Professor of Classical Archaeology in the University of Oxford. 264 pp. Price, \$1.75 net. The Macmillan Company, New York, Chicago.

Lessons in Hygienic Physiology. By Walter Moore Coleman, A. B., Fellow of the Physical Society of London. 270 pp. Price, 50 cents. The Macmillan Company, New York, Chicago.

Elementary Algebra. By Arthur Schultze, Ph. D., 373 pp. Price, \$1.10 net. The Macmillan Company, New York, Boston, Chicago. Sold by Geo. Brumder Book Department, Milwaukee.

Graphic Algebra. For Secondary Schools. By H. B. Newson, Ph. D., Associate Professor of Mathematics in the University of Kansas. 12mo., paper, 19 pp. Illustrated. List price, 10 cents. Ginn & Company, Boston, New York, Chicago.

Old Tales and Modern Ideals. A Series of Talks to High School Students. By John Herbert Phillips, Superintendent of Public Schools, Birmingham, Alabama.

233 pp. Silver, Burdett & Company, New York, Boston, Chicago.

Simple Grammaire Française. By Paul Bercy, B. L., L. D., and Georges Castergnier, B. L., B. S. 12mo., cloth, 220 pp. Price, \$1.00. William R. Jenkins, New York.

Eugene Field Reader. By Alice L. Harris, Supervisor of Primary Schools, with an Introduction by Frank W. Cooley, Superintendent of Schools, Evansville, Ind. 96 pp. Charles Scribner Sons, New York.

Xenophon's Anabasis. The First Four Books. With Introduction, Notes and Vocabulary by Charles Forster Smith, Professor of Greek and Classical Philology in the University of Wisconsin, with the co-operation of Campbell Bonner, Professor of Greek in the University of Nashville (Peabody College for Teachers), and Frederick Stillman Morrison, Teacher of Greek in the Hartford Public High School. 488 pp. D. Appleton & Company, New York, Chicago.

Irrfahrten. Edited with Notes and Vocabulary by F. B. Sturm, Assistant Professor of German, University of Iowa. 203 pp. Price, 45 cents.

Victoria. Edited with Notes and Vocabulary by Edgar S. Ingraham, Ph. D., Assistant Professor of Romance Languages in Ohio State University. 166 pp. Price, 50 cents. D. C. Heath & Company, Boston, New York, Chicago.

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DISEASE IN SCHOOL ROOM DUST.

Death lurks in dust. This fact, recognized by all sanitarians, is emphasized in the well considered report on "The Danger and Disposal of Dust in School Rooms," presented to the Grand Rapids, Mich., board of education by Dr. P. B. Wright. The findings of the trustee show that modern education, while broad theoretically, still fails to follow some of the practical fundamentals of right living.

Dust is always a powerful ally of tuberculosis, diphtheria, scarletina, measles, and other contagious diseases. It collects germs of many kinds and gives them forth to unsuspecting victims. In the school room it is capable of conveying from one child to another microbes that may have been picked up in distant homes, in street cars, on the street, or from the pupils themselves. Moreover, it injures health in a mechanical way by causing irritation of the mucous membranes. These are reasons why it should be eliminated as much as possible from the schools.

Dr. Wright suggests several ways of fighting the dust. One way is to use so-called dustless brushes. These are worth experimenting with. Another way is to oil the floors. In addition to these remedies the precautions followed in modern hospitals might be utilized. Dust collecting nooks and surfaces might be eliminated. All corners might be rounded and pneumatic cleaning devices employed.

The matter is important. It should be carefully considered, particularly in the erection of new buildings and the repairing of old structures.

THE PENCIL INDUSTRY.

"We make about 750 different kinds of pencils," said Dudley Johnson, of Chicago, in a recent interview. Mr. Johnson is the representative of the Dixon Crucible Company, one of the largest pencil manufacturing concerns in the world. "And every particle of the material is made under the management of the firm," he continued. "We have our own graphite mines near Ticonderoga, N. Y., for instance, and our own cedar forests and rubber plantations and tin shop where the little devices are made for the tips of some of the pencils. The graphite is ground up into very fine dust and all extraneous matter removed. Then it is mixed with such materials as will make it into a sort of paste and this is forced through a contrivance like a sausage machine, running out of the small end of a funnel in long threads of the size of lead in the pencil is to be. At that stage the lead is soft and flexible and can be manipulated with ease. It is then cut into lengths and baked in a kiln. Then the lead is laid into grooves in wooden blocks prepared in advance and one piece glued onto another. These blocks of course contain several pencils and the next stage is to saw them apart, turn them and smooth them and varnish them, and so forth.

"I am interested in selling crucibles as well as pencils. We make crucibles for the iron

and brass and steel plants, vessels which will stand such intense heat that iron and steel and brass can be melted in them."

RULES AND REGULATIONS.

Chicago, Ill. The board of education has revised the rule relating to the admission of non-residents to the public school. Following is the rule as it now stands:

"Children, whose parents or guardians do not reside within the limits of the City of Chicago, or whose homes are not within such limits, shall be considered as non-resident, and shall not be received into any of the public schools of the city, except for special reasons satisfactory to the Committee on School Management. The payment of a tuition fee of 50 cents per week for attendance in the elementary schools, and of \$1.25 per week in the high schools, shall be a condition of the admission of any non-resident pupil. Payment of the proper tuition fee shall be made to the Secretary of the Board for a full term in advance.

"Pupils living in the City of Chicago, whose parents or guardians are non-residents, will be required to pay tuition, unless it clearly appears, upon investigation, that said pupils are self-supporting, or are wholly dependent for their livelihood upon the relatives or friends with whom they live. The question of such support or dependence shall be investigated and determined in each case by the Secretary of the Board of Education, who shall make a monthly report to the Board of Education of applica-

tions received and permits issued by him hereunder."

The regulation of contributions and gifts from teachers and pupils is always troublesome. The Chicago board of education has just adopted a new rule, which is comprehensive:

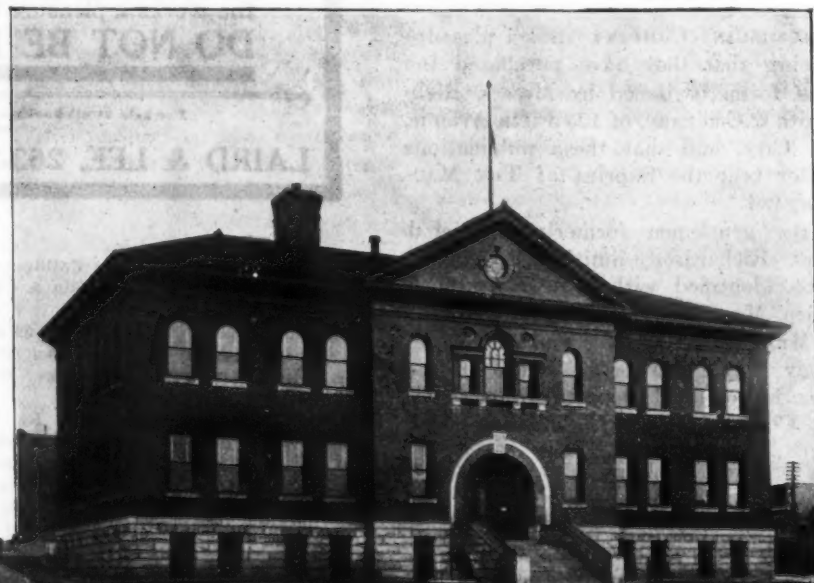
Teachers shall neither solicit nor accept contributions from pupils, either in money or kind, unless authorized so to do by the Board, or by the School Committee of their schools; nor shall teachers be solicited for subscriptions by any one during school hours or in school buildings. They shall not receive any presents from pupils, nor make presents to their principals, the Superintendent, Assistant Superintendents, District Superintendents, Supervisors or special teachers.

Dayton, O. The school board has ordered the discontinuance of the afternoon recess.

West Seneca, N. Y. The free text book system will be introduced by the school board.

Springfield, Ill. The board of education has passed several new regulations and revised old rules. All applicants for positions as teachers, even though they hold a state or county certificate must submit to an examination. Unless this examination is successfully passed, the certificate will be of no avail. The intention of the board is to keep the power of judging the competency of a teacher in its own hands.

High school teachers will be obliged to present a diploma from an accredited college or state normal school before being eligible for appointment.



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